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OCTOBER 1956

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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

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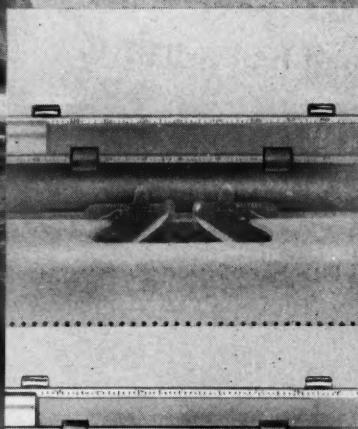
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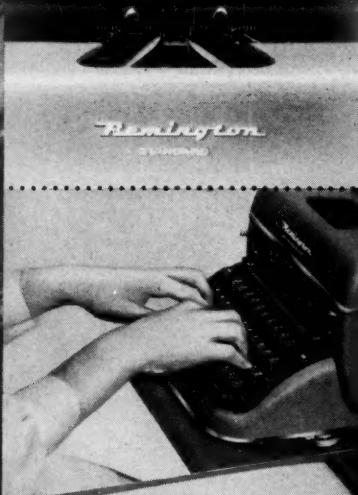


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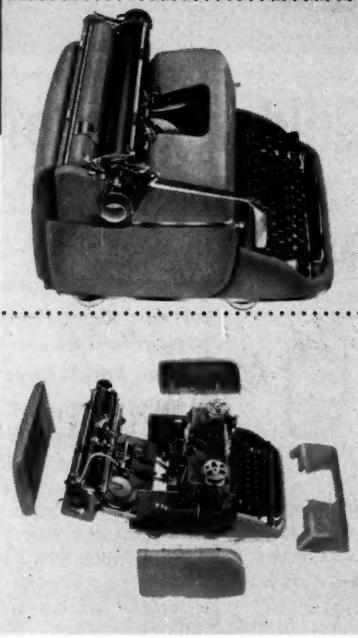
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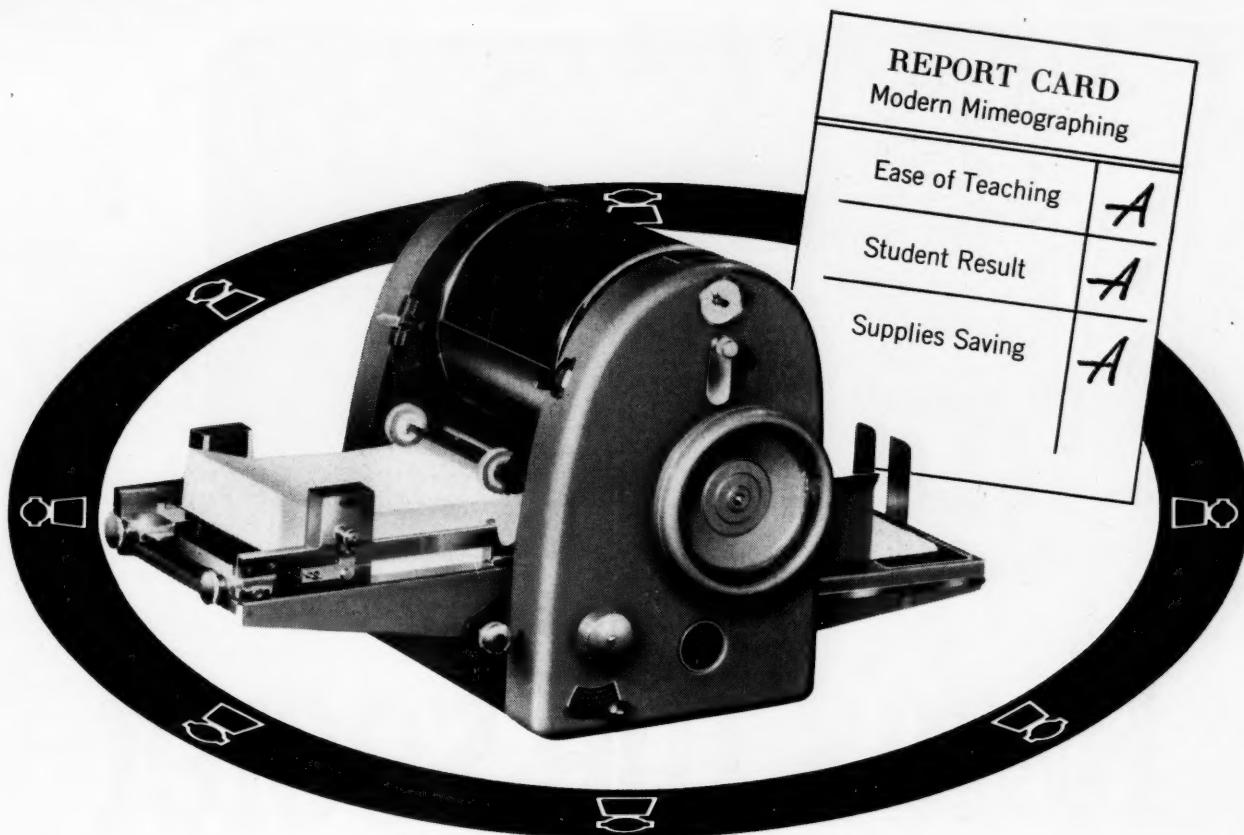
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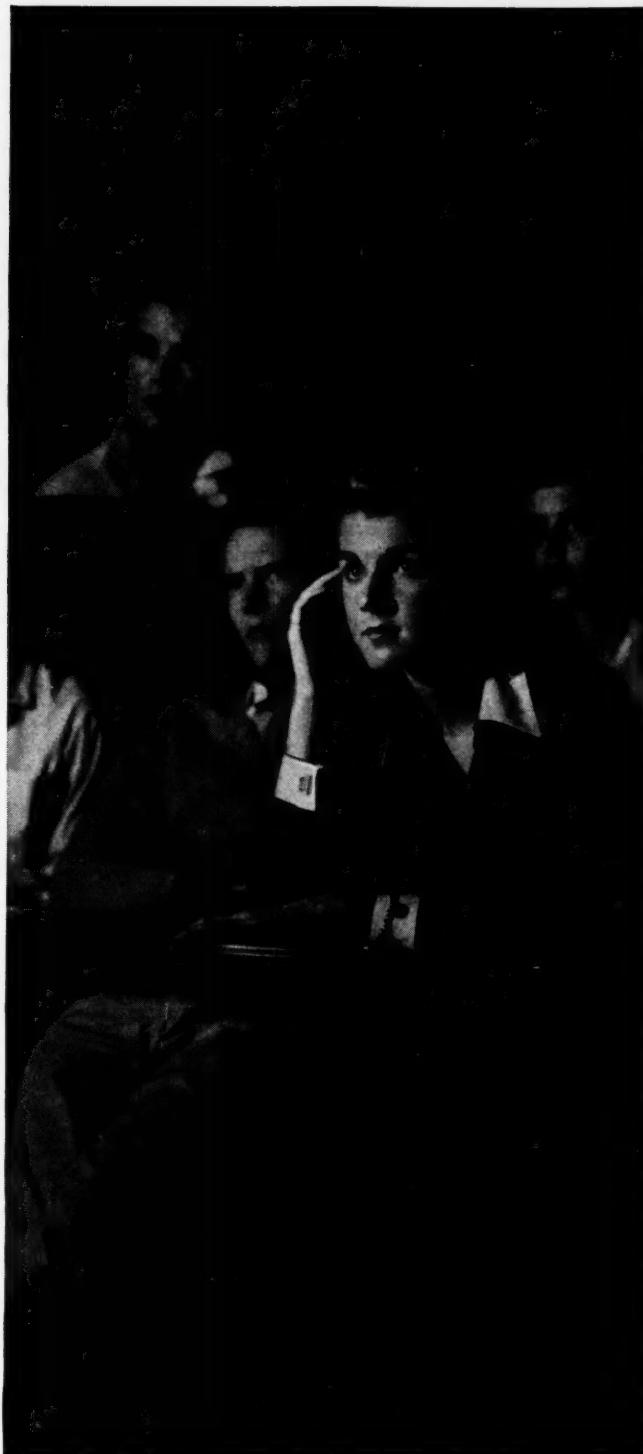
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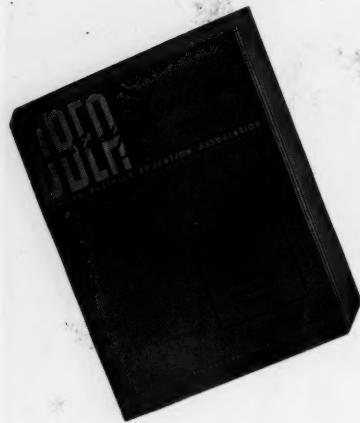
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In This Issue

► How to test students in a fair way is one of the many problems faced by the teacher of shorthand. The editor of this issue recognizes the need for good evaluation instruments and techniques that have been used with some measure of success by experienced teachers. Contributions in the Feature Section of this issue are most timely—especially for the teachers of shorthand who entered the classroom this year for the first time.

► The series of articles in the Services Section of this issue cover the major subject areas in business education. In addition, there is a timely article "New Factors to Consider in the Supply of Business Teachers."

► The new school year always brings changes in personnel. The In-Action Section of this issue tells who is doing what for the Associations United.

In accordance with the policy of the UBEA Publications Committee, each year approximately thirty per cent of the editorial staff of the *FORUM* retire and the duties are taken over by new editors.

Editor: Shorthand Section
GEORGE A. WAGONER
University of Tennessee
Knoxville, Tennessee

Evaluation Standards

BECAUSE OF THE IMPORTANCE of evaluation procedures in shorthand, articles were solicited for this issue from an outstanding college teacher of shorthand and an outstanding high school teacher of shorthand. Consistent procedures for evaluation of shorthand are followed by these teachers. Consistency is important in order to compare teaching methods from year to year and in order to provide meaningful measures of achievement to employers.

In order to have consistent evaluation procedures for shorthand, many factors must be carefully controlled. Some of these factors are: (1) length of test, (2) difficulty of vocabulary, (3) difficulty of punctuation, (4) syllable intensity, (5) time of transcription, (6) definition of errors, (7) number of test opportunities, (8) time scheduling of tests, (9) error limit, and (10) number of passing tests required at each speed.

Teachers who have records of such factors and have graded consistently over the past few years are invited to prepare articles describing their procedures for the consideration of the editor.—
GEORGE A. WAGONER, Issue Editor.

In this issue, you will find the names of George A. Wagoner, Lucy Robinson, John Binnion, Gerald Porter, Wayne House, and A. J. Kalbaugh, appearing for the first time. We welcome the newcomers most heartily and, at the same time, express sincere appreciation to the retiring members for the fine editorial service they gave to the profession. Many hours of time go into the production of a single issue. The *FORUM*, *QUARTERLY*, and *BULLETIN* editors serve the Association without stipends. A note to the editors and the contributors from the readers will let them know how much we appreciate the service they perform.

Because of space limitations, much of the copy prepared for this issue must be held over for subsequent issues. This we regret because there are so many things to report to the membership about current and future events of UBEA.

► A report of the 1956 National FBLA Convention appears on pages 41-42 of this issue. FBLA conventions are exciting

events for both young adults and the sponsors who attend them. Businessmen who address the convention's general sessions, hotel guests and employees, contest judges, and the sponsors themselves, receive a considerable "lift" from the excellent performance of the FBLA state delegates and chapter representatives as they carry on their convention activities.

► Many ideas which promote better business education are found in this issue of the *FORUM*. Clip 'n Mail the coupons for additional ideas and aids offered by the *FORUM* advertisers. You will be glad you did!

► The *FORUM* staff welcomes suggestions from the reader as to content and themes for future issues. The plan for Volume XI is to feature one subject area in each of the issues with the exception of Number 8 (May) which will be a special Centennial Issue. Members of the UBEA have a special treat in store with the concluding number of Volume XI.—H.P.G.

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THE Forum

Evaluation of Shorthand Achievement at the High School Level

By SUE WADDELL
Oak Ridge High School
Oak Ridge, Tennessee

DURING THE SCHOOL YEAR 1955-56 I taught two Shorthand I classes in our school, with 25 to 30 students in each class. Shorthand I is offered for the full year (two semesters) at Oak Ridge High School. The class meets for 55 minutes each day, five days a week. In this article is presented the grading plan which has been used in these classes.

Since the reading approach is used, the homework assignments at the beginning of the year are to read the assigned pages, usually one complete assignment, at least once but preferably two or three times. After writing is introduced, the assignment is to be read at least one time; then the shorthand plates in that assignment are to be copied one time unless otherwise directed. This written homework is due at the beginning of the next class period.

Tests throughout the year are limited to word tests (including brief forms) and transcription from shorthand notes. During the first nine weeks (grading period), students transcribe from the textbook and work towards certain standards based on number of words a minute transcribed. Also, they are given duplicated tests containing shorthand outlines of words and brief forms that they have had thus far. The students supply the longhand only. These tests are continued throughout most of the year. We have found this type of test to be an incentive especially to those students who are somewhat lax in doing their daily assignments. This test is usually announced the day before it is given, and at least one test of this type is given each week.

During the second nine weeks, 3-minute dictations are given on familiar material from the textbook. Much practice is given on this dictation; then when students start transcribing this dictation material, they are required to pass at least three tests with 95 per cent accuracy at one speed before attempting the next higher speed. These speed standards will be discussed later.

During the second semester (the next two grading periods), the major testing is 3-minute dictation tests on new material. These tests must be transcribed with 95 per cent accuracy, and each student is required to pass at least three transcription tests at one speed before progressing to the next higher speed. The 3-minute transcriptions are used for grading purposes, but practice is

Objectives in the teaching of shorthand have value only when there is constant appraisal of the progress that is made toward achieving them.

given on 5-minute takes in order to enable students to receive shorthand certificates. After tests for grading purposes are begun, one or two are given each week. On the practice material a preview of words is always given; but when dictation is given for a test, a preview is not used. The time allotted for transcription is 20 minutes.

Five per cent errors are allowed on transcription tests. An error is considered to be the wrong word transcribed, the use of incorrect punctuation, or a misspelled word.

The elements in the letter grades vary from one marking period to another. The following standards are used for grading for each period throughout the year:

First Nine Weeks

Percentages applied to final letter grade:

40% reading
40% transcription from text in longhand (based on 3 best)

Words Transcribed	Grade
20-22	A
18-19	B
16-17	C
14-15	D

10% homework
10% brief forms and words

Second Nine Weeks

Percentages applied to final letter grade:

70% transcription (longhand)
10% homework
10% brief forms and words
10% reading rates

Transcription letter grades are based on the three best 3-minute dictation tests on familiar material with 95 per cent accuracy.

80 wam—A	60 wam—C
70 wam—B	50 wam—D

Third Nine Weeks

Percentages applied to final letter grade:

90% transcription (longhand)
10% homework, reading rates, and word tests

"The construction of a measurement instrument requires that the grading scale be broken down into specific units."

Transcription letter grades are based on the three best 3-minute dictation on new material with 95 per cent accuracy.

70 wam—A 50 wam—C
60 wam—B 50 wam—D with 90% accuracy

Fourth Nine Weeks

Percentages applied to final letter grade:

90% transcription (longhand)
10% homework and word tests

Transcription letter grades are based on the three best 3-minute dictation on new material with 95 per cent accuracy.

90 wam—A 60 wam—C
80 wam—B+ 60 wam—D with 90% accuracy
70 wam—B—

The percentage allotted to homework is explained to the class in the following manner. If every assignment is turned in on time each day, the student will receive the full 10 per cent allotted to homework; but if the student misses turning in homework three times during a grading period, his grade is lowered one letter. This practice

also proves to be an incentive for doing homework. Make-up work is accepted, however, in the case of illness.

The following tabulation of letter grades shows last year's distribution of grades:

Grade	Class A	Class B
A	3	6
B	6	3
C	4	6
D	11	8
F	3	3

In those cases where the students made F, each had been counseled during the first semester and advised to discontinue shorthand; but the six preferred to remain in the class.

Variations in the grading scale have been minor during the past two years. The major change has been from 5- to 3-minute dictation tests for grading purposes. This change has reduced the amount of testing time required and permitted an increase in the dictation practice given. The 5-minute dictation tests are given only once a month for the granting of certificates.

EXHIBIT A—TESTING AND GRADING OF SHORTHAND, FIRST YEAR (THREE QUARTERS)

Quarter	Speed tests	100-word theory and brief form tests	Mailable letters	Course grade
First	Number of test periods 10 Length of each dictation 3 min. Speeds of dictation 50, 60 Transcription (longhand) 12 min. Error allowance 2%	Number of tests 2 Time 15 min.	None	Speed 3/4 of grade 100-word test 1/4 of grade Speed grade determines maximum course grade. Word test may lower but not raise speed grade.
	Grading Scale: A 5 tests passed at 60 wam B 4 tests passed with at least 2 at 60 wam C 3 tests passed at 50 wam D fewer than 3 passed	Grading Scale: A 91-100 B 81- 90 C 71- 80 D 61- 70		
Second	Number of test periods 10 Length of each dictation 5 min. Speeds of dictation 60, 70, 80 Transcription (typed) 20 min. Error allowance 2%	Number of tests 2 Time 12 min.	Number of test periods 8 Transcription period 30 min. Length of letters—140-160 words (Excluding address and closing) Error allowance—none	Speed 2/3 of grade 100-word test 1/6 of grade Mailable letters 1/6 of grade Speed grade determines maximum course grade. Other tests may lower but not raise speed grade.
	Grading Scale: A 4 tests passed, 2 at 80 wam B 4 tests passed, 2 at 70 wam C 4 tests passed, 2 at 60 wam D 3 or fewer passed	Grading Scale: A 95-100 B 88- 94 C 81- 87 D 71- 80	Grading Scale: A 22 letters mailable B 16-21 C 11-15 D 6-10	
Third	Number of test periods 10 Length of each dictation 5 min. Speeds of dictation 80, 90, 100 Transcription (typed) 20 min. Error allowance 2%	Number of tests 2 Time 10 min.	Number of test periods 10 Transcription period 30 min. Length of letters—150-175 words (Excluding address and closing) Error allowance—none	Speed 1/2 of grade 100-word test 1/10 of grade Mailable letters 2/5 of grade Speed grade determines maximum course grade. Other tests may lower but not raise speed grade.
	Grading Scale: A 4 tests passed, 2 at 100 wam B 4 tests passed, 2 at 90 wam C 4 tests passed, 2 at 80 wam D 3 or fewer passed	Grading Scale: A 95-100 B 88- 94 C 81- 87 D 71- 80	Grading Scale: A 20 letters mailable B 14-19 C 9-13 D 6- 8	

"The teacher should give emphasis to desirable achievement standards."

EXHIBIT B—TESTING AND GRADING OF SHORTHAND
Second Year (2 Quarters)

Quarter	Speed tests	100-word test	Mailable letters	Course grade
Fourth	Number of test periods 10 Length of each dictation 5 min. Speeds of dictation 90, 100, 110 Transcription (typed) 20 min. Grading Scale: A 4 tests passed, 2 at 110 wam B 4 tests passed, 2 at 100 wam C 4 tests passed, 2 at 90 wam D 3 or fewer passed	None	Number of test periods—10 Transcription period—60 min. Length of letters—varies Error allowance—none Grading Scale: Point system used for letters of varying length, difficulty, etc.	Speed 1/2 Mailable letters 1/2 Speed does not determine maximum grade.
Fifth	Number of test periods 10 Length of each dictation 5 min. Speeds of dictation 100, 110, 120 Transcription (typed) 20 min. Error allowance 2%	None	Number of test periods—12 Transcription period—60 min. Length of letters—varies Error allowance—none Grading Scale: Point system as in fourth quarter	Speed 1/3 Mailable letters 2/3 Speed does not determine maximum grade.

Evaluation of Shorthand Achievement at the University Level

*By ELISE DAVIS
University of Tennessee
Knoxville, Tennessee*

SHORTHAND CLASSES at The University of Tennessee are composed of three groups of students: (1) majors in business education and office administration who begin shorthand in the sophomore or junior year; (2) high school graduates planning to attend college only one or two years who begin shorthand in the freshman year; and (3) students from other departments and colleges on the campus who may elect shorthand in any year. The first group takes five quarters of shorthand; the second group, from three to five quarters; and the third group, two or three quarters. As the department feels an obligation to each of these groups, the shorthand offerings are organized in such a way that a student who has completed satisfactorily only two quarters (20 weeks) has a skill vocationally usable in many initial stenographic positions.

In the 1956-57 session, for the first time, no college credit is given for the first quarter (10 weeks) of shorthand if a student has one unit on his high school transcript. No completely satisfactory plan has been evolved for placing students who transfer college credit in shorthand. For those who transfer 15 quarter hours, or the equivalent, full credit is given; but they must meet the University terminal standards or take additional short-

hand without credit. For those who transfer less than 15 quarter hours, tentative placement is determined after a conference between the student and his adviser. After approximately two weeks of class work, a change may be made to a higher or a lower section.

One and two-thirds years (five quarters) of shorthand are offered at the University. Each quarter has approximately 10 weeks of classes; the periods are 50 minutes in length. The usual shorthand program consists of three quarters during the first year and two quarters the following year. The main objective of the first year is to give the student sufficient skill in dictation and transcription to hold a stenographic position. Concentration in the second year (two-thirds of a year, actually) is on secretarial skills.

Schedules of faculty and students change from one quarter to the next. As a result, a student often has more than one shorthand teacher during the year. It is essential, therefore, to have clearly defined standards for each quarter and a testing program that measures adequately the achievement of each student at the end of the quarter. Individual teachers may use different methods for teaching, daily or weekly testing during the term, and assigning home work; but all teachers use the

"Test material is never used for practice. . . . No speed test is previewed."

same types and numbers of tests for recording term grades, and all such tests are graded according to the same scale. A student may, therefore, make the transition from one section to another with ease.

First-Year Shorthand

In the first three quarters (30 weeks), classes meet five days a week for 50 minutes a day. The number of class meetings varies slightly from year to year, but there are approximately 50 class meetings during each quarter. Emphasis in the first quarter (50 classes) is on learning theory and taking dictation of practiced and new material. Emphasis in the second and third quarters is on speed building, transcription of mailable letters, and theory review. As the major emphasis is on speed building with legible notes, the speed grade determines the maximum course grade in the first three quarters. A student is not permitted to take the next course until he makes a grade of at least *C* on the present quarter's work.

Second-Year Shorthand

Classes meet three days a week for a double period, in order to allow more time for transcription of mailable letters. Emphasis is on mailable letters, speed building, and the development of secretarial skills. As the major emphasis is on mailable letters and secretarial skills, the speed grade does not determine the maximum course grade. A student is not permitted to take the fifth quarter's work until he makes a grade of at least *C* on the fourth-quarter course.

Vocabulary and Speed Tests

All material is taken from the *Business Teacher* and *Previewed Dictation* except in the first quarter, and the material is never used for practice. Since new material tests are introduced in the first quarter before theory is completed, test dictation is carefully prepared to include only theory principles and brief forms studied. No speed test is previewed. In each test period at least three tests are dictated, and more than one speed is always dictated. This procedure lessens the tension always present in taking tests and also permits the student to transcribe a test taken at his highest speed. Each student must take the dictation for at least two of the three letters and must transcribe one. Shorthand notes for both tests are handed in with the transcript and filed in the student's folder after he has examined the graded test. In each quarter ten test periods are provided, five in class and five outside. Students may come to the outside tests but are not required to do so. Tests are graded as "Passed" or "Not Passed." Any deviation from the dictation, an incorrectly spelled or divided word, an untidy erasure, punctuation for which the rules have been reviewed in class, or any word written in longhand in the notes constitutes an error. The use of a dictionary is encouraged.

Vocabulary tests containing 100 words are given during the last week of the quarter. The tests are carefully prepared to include an illustration of every principle of writing and some brief forms and derivatives. Tests are duplicated; the student writes the shorthand outlines. Tests are filed in the student's folder after he has examined the graded tests. Tests are graded according to a definite scale. Incorrect application of principle and incorrect proportions constitute an error.

Mailable Letters

Mailable letters are introduced at the beginning of the 19th week of shorthand. Two weeks are spent on mailable letters in the second quarter. The amount of time, length of letters, and difficulty increase in each succeeding quarter. Carbon copies are made of all letters; envelopes are addressed for some; other letters are folded and inserted in the envelopes. There is an organized review of punctuation rules, and letters are prepared to include a consistent and cumulative review of the rules.

In the second year (fourth and fifth quarters) the length varies from very short to two-page communications consisting of letters, memoranda, minutes of meetings, reports of conferences, and the like. Complicated uses of punctuation are reviewed and included in the dictation. The dictation includes problems in the expression of numbers, mailing notations, forms of address, and other items. Some time is spent on the composition of letters by students. Special emphasis is placed on vocabulary building, and such words are included in the dictation. Letters are graded as "Mailable" or "Not Mailable."

Poor placement, irregular right margin, smeared carbon, incorrectly spelled or divided word, untidy erasures, punctuation reviewed, and (in the fourth and fifth quarters) any incorrect application of the rules for special problems studied constitutes an error. No credit is given for an unfinished letter.

The plan described in this article has been used with satisfactory results for approximately six years.

A special package containing two issues of the **FORUM** which feature shorthand (released prior to 1955) may be obtained by sending one dollar (postage paid on orders accompanied by check or money order) to United Business Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

"Good classroom teaching is the real key to success in transcription."

A Few Essentials for Teaching Shorthand and Transcription Successfully

Both teachers and students must recognize that certain essentials are basic to achievement in shorthand.

By HOLLIE W. SHARPE
Middle Tennessee State College
Murfreesboro, Tennessee

FEW THINGS PROMOTE SUCCESS in the teaching of shorthand more than enthusiasm and interest on the part of the teacher. If the teacher is enthusiastic enough about the teaching of a subject to his students, a little of the enthusiasm is bound to rub off on the students.

One of the first teaching problems that the shorthand teacher faces is how to present the material to the students in a meaningful way. One of the better ways to present a lesson is to present each new assignment by introducing the new words by writing and spelling them on the chalkboard. By having the students spell and pronounce the words aloud, they are able to learn the secret of spelling in shorthand. The homework assignment is made much easier for the learner if the teacher will present the two-finger reading method. One finger is kept on the shorthand plate while the other finger is kept on the same material in the student key. This method of doing homework saves much time and is much more encouraging to the students; however, students must be encouraged not to use the key as a crutch and should be weaned from it in a short while.

Meaningful repetition is considered one of the basic teaching practices in learning a skill course. After assigning a whole lesson for the students to read and write, the teacher may assign a short letter for the students to write a second time (this practice to be used only when beginning dictation). When the students come to class the next day, the difficult words from this particular letter are reviewed on the board. Then the material is dictated to the students at increasing speeds while the students trace the material in the shorthand plate with the end of the pen opposite the writing end. After this procedure is followed a few times, the material is again dictated while the students take the letter in shorthand on their pads. This method of beginning dictation may sound a bit time consuming, but the contributor's philosophy is to make each new learning experience as painless as possible—proceed from the simple to the complex. By presenting the material in such a manner, it is easy to get amazing speeds on previewed matter. Beginning students need all the encouragement the teacher can give them.

Speed Building

Speed may be built in various ways in a shorthand class. One such way is the potential rate builder. The teacher dictates a phrase, clause, or short sentence, short enough so that the students can retain the material in their minds. The students write the take as many times as possible in a definite timed period—possibly 15 seconds. A second way is the use of retention exercises. The students do not start writing until the teacher has completed the dictation. As soon as the students are able to retain each bit of dictation in their minds until they have completed the writing of the material, the teacher dictates progressively longer takes. A third way to build speed is through the use of double-take dictation. The instructor repeats part of the dictation. The students are instructed to write as much of the material as they are able. The faster students will get all the dictation while the slower may only write it once. Individual differences may be cared for in this way. The teacher does not time this dictation until he is ready to dictate it again without double taking any of it. Still another way of building speed is through the use of *loaded* letters. These letters are loaded with phrases and brief forms. This plan provides an excellent opportunity of doing remedial work which is so essential in teaching shorthand.

Testing

The beginning shorthand teacher is constantly faced with the problem of how to test his students in a fair way. Testing does much for the student if it is presented as a learning experience. It provides practice in following directions. It also provides practice in the particular skill in which he is working and acts as motivation.

A good test for the testing of brief forms and phrases is the mimeographing of material loaded with such brief forms and phrases. These are underscored so that the students will write the shorthand over them. The test is double spaced or even triple spaced to allow the student space in which to write the shorthand. This type of test presents the words to be tested in a proper setting. Another desirable type of test for

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beginning shorthand students is transcribing in long-hand from plate notes. The vocabulary test (words chosen from the homework assignment) provides excellent motivation for the students to *study* their lessons and not just write them.

Transcription

Many of our secondary schools today offer only one year of shorthand. In order to make this one year of greatest value to the students, some transcribing on the typewriter should be given the students before graduating. The transcription period should be late enough in the second semester so that the students have acquired some degree of skill in taking dictation, but early enough to permit the last two or three weeks of school to be devoted to skill building. If the teacher of shorthand and typewriting is not the same person, the typewriting teacher might be encouraged to teach the students how to compose a letter or have some other learning experience which would permit the shorthand teacher to use the typewriting room.

For many years in the history of shorthand, it was thought that anyone who could take dictation and operate a typewriter could transcribe. Today we know that this is not true. Transcription must be taught. The teaching of transcription actually begins in the first semester by stressing the value of the marginal reminders in the textbook. These marginal reminders should be stressed as they aid in teaching spelling, punctuation, capitalization, possessives, compound adjectives, and a score of other things so essential in the transcribing of dictation.

As a first step in teaching transcription, the students are taught to read in thought phrases. At first the students and the teacher may go through a letter and mark it off in thought phrases or groups of words. The teacher may then transcribe the letter, the teacher at the demonstration stand, showing exactly how a letter is to be transcribed by typewriting continuously.

A lot is heard about individual differences in education classes. We, as business teachers, must deal with individual differences in an intelligent manner in our shorthand classes. Few shorthand classes have all of their students at the same speed level. This, too, applies to transcription. Therefore, the wise transcription teacher will dictate enough different letters to be transcribed and at different speeds until about all of the students have one letter they can transcribe (as far as getting it down in shorthand is concerned). This method of instruction makes nearly everyone feel that he can be successful to a certain degree, and it helps the slow student to learn under pleasant conditions—under less pressure. Teachers must provide for the slow and the fast students and not just consider the average student as is too often done.

Only a very few of the methods used in the successful teaching of shorthand and transcription have been discussed; but it is believed that, if these are followed correctly, shorthand teachers will have some degree of success.

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United Services is a continuous department of the BUSINESS EDUCATION (UBEA) FORUM. Members are urged to share their experiences with our readers. The most acceptable lengths for articles are one thousand or one thousand five hundred words. Manuscripts should be mailed to the editor of the appropriate service or to the executive editor.

TYPEWRITING

D. L. CARMICHAEL, Editor
Michigan State University
East Lansing, Michigan

KNOW, TALK, OR DO?

Contributed by Mary Virginia Moore, Michigan State University, East Lansing

EXTENSIVE RESEARCH is not necessary to determine some of the reasons education frequently falls short in achieving its desired goals. We say we believe that it is a major responsibility of the schools to develop democratic citizenship; yet we are reticent to use the method of democracy in the schools. To know the virtues of democracy is highly desirable, but it is only when we practice democracy in its fullest sense that we may expect to realize its benefits. We cannot depend upon a "know democracy" and a "talk democracy" to establish a way of life; it must be a "do democracy."

Acceptance of a "do democracy" philosophy means that *each* teacher will be concerned with providing learning experiences which lead toward democratic citizenship, including, of course, the teacher of skill subjects.

Our particular interest here is an examination of the typewriting skill area with special attention to the question: "How can we work more democratically and more creatively with groups of students in terms of learning activities?"

There are many fine typewriting textbooks developed in such a manner that it is easy for student and teacher to follow them lesson by lesson, drill by drill, problem by problem—day by day. But the typewriting textbook should serve as an important instructional guide, not as a rigid taskmaster.

Slavish use of the textbook provides little opportunity for students to participate in planning and carrying out learning activities. If this participation is important, and many teachers believe it to be essential for effective learning, then the teacher must carefully pre-plan activities which have promise of providing participation experiences.

The Resource Unit in Typewriting

One of the most helpful aids in pre-planning learning experiences is the resource unit, described by Albery as "a systematic and comprehensive survey, analysis, and organization of the possible resources; (e.g., problems, issues, activities, bibliographies) which a teacher might

utilize in planning, developing, and evaluating a learning unit . . . a reservoir out of which the teacher working cooperatively with students may draw helpful suggestions for developing a unit of work in the classroom."¹

The necessity for concern with the resource unit as a teaching aid in business education is emphasized in a recent research study in which the construction of resource units is termed "the greatest need in business education, other than the acceptance of the philosophy on which teacher-pupil planning is founded."²

Although it is easier to identify the resource unit with learning units in nonskill courses than in skill courses, the implications for courses that are primarily concerned with the development of skills are very promising. The outstanding contribution of the resource unit in providing a usable organization of many materials and in making suggestions for planning, developing, and evaluating learning units would doubtless result in a more realistic approach to typewriting problems than does strict adherence to textbook materials.

The number of resource units which might be prepared for a course in typewriting is restricted only by the initiative of teachers and the number of learning units which might be enhanced by their use. However, this teaching aid is especially applicable to such problem areas as business letters, tabulation, special forms, manuscript writing, and occupational information—areas common to all levels of typewriting instruction.

Ordinarily resource units will be more comprehensive if they are developed cooperatively by all members of the teaching staff who are concerned with the typewriting program. Through such cooperative teacher planning it is possible to provide a wider variety of suggestions, to identify materials and suggestions which seem especially apropos at particular levels of instruction, and to avoid duplication in developing learning units.

Resource units developed by teachers outside the school may be used advantageously; however, it is important to remember that if they are to be used effectively they must be adaptable to specific school situations and to individual classes.

¹Albery, Harold, *Reorganizing the High School Curriculum*. New York: The Macmillan Company, 1953, p. 424.

²Carmichael, D. L., *Teacher-Pupil Planning in Business Education*. Doctor's thesis, Columbus, Ohio: The Ohio State University, 1954, pp. 417-418. (Typewritten)

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The organization and content of resource units may vary a great deal, but it is common practice to give attention to these elements: (1) objectives—the purposes and anticipated results of the unit; (2) scope—the specific problems with which the unit is concerned; (3) suggested activities—the activities which teacher and students may find helpful in developing and carrying out learning units; (4) bibliography—lists of suitable books, pamphlets, and other reference materials; (5) special teaching aids—films, filmstrips, pictures, charts, and other illustrative materials; and (6) evaluation—suggestions for evaluating learning units.

Resource Unit—Occupational Information

The teacher who includes students in the process of establishing objectives for the typewriting course will discover that many students have very real employment goals, and that they are concerned with learning about employment opportunities and the special requirements of various jobs in which typewriting skill is used. Such a situation has promise for the development of units of work in the area of occupational information in which students may have genuinely cooperative participation experiences. If the efforts of teacher and students are to be maximally productive in pursuing such units of work, the teacher must do pre-planning of the type required in the construction of a resource unit.

Brief suggestions related to possible objectives, scope, suggested activities, and evaluation for a resource unit pertaining to occupational information follow.

Objectives. The teacher may desire to list objectives simply or in detail; in general statements or in terms of specific skills and understandings to be developed. A simple statement of objectives which might be applicable to a resource unit dealing with occupational information follows:

1. To learn the knowledges, skills, and attitudes necessary for job success
2. To learn special requirements of jobs in which typewriting skill is used
3. To understand the relationship of requirements and activities in the typewriting course and requirements of the business world
4. To learn of the types of jobs available for students who have typewriting skill

Scope. The statement of scope for a resource unit may be confined to a list of problems with which the unit is concerned, or it may be a detailed statement including lists of significant problems as well as a discussion of the problems.

A brief statement of some of the problems related to occupational information is given here:

1. What are the employment opportunities for typists?
2. How does one find a desirable job in which typewriting skill is used?

3. How are individuals selected for employment? (For example, what are the typewriting speed and accuracy requirements for beginning office workers? What kinds of employment tests are given?)

4. What are the opportunities for advancement for the competent typist?

5. What special problems may the beginning worker expect to encounter? (For example, typewriting special forms, tabulation, proofreading)

6. What special duties are performed by the typist in addition to using the typewriter? (For example, receptionist duties, use of telephone, filing)

7. What kinds of equipment are used by the typist? (For example, how many typists use voicewriting equipment?)

8. What salaries are paid to typists?

Suggested Activities. It is impossible to identify all practicable activities in a resource unit because many of them will be the result of teacher-pupil planning and the list should be one that consistently grows in quality and quantity. Each activity should be selected in terms of whether or not it has evidence of being the best possible method of implementing learning. The problem of selection of activities which will vitalize learning processes is one of the most significant and one of the most difficult aspects of the resource unit.

A list of activities pertaining to occupational information follows.

1. *Classroom visits by employers and former students.* The typewriting teacher who knows his community will know employers who can present effectively authentic information concerning such matters as the factors considered in selecting and keeping employees.

Former students, preferably those who have been in the classroom in recent years and who have had a high degree of success on the job, can serve as helpful resource people in answering questions related to knowledges, skills, and attitudes necessary for job success.

Visits should be arranged as the result of teacher-pupil planning; and students should have an opportunity to assume responsibility for initial visit plans, introducing visitors, and leading discussions related to the visits.

2. *Field trips.* Carefully planned field trips to offices representative of those in which students may be employed provide excellent opportunities for observing the performance of duties in which typewriting skill is important. Opportunities to see illustrative materials prepared by employees and opportunities to talk with employees and employers should be provided.

A successful field trip requires cooperative planning on the part of students, teacher, and business.

3. *Bulletin Boards.* The bulletin board is used most effectively when its development is the result of teacher-pupil planning and when it creates interest and presents important information related to learning activities. The

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bulletin board may be used to introduce learning units or as a summarizing device for learning activities.

4. *Class Reports.* Reports to the class may represent a desirable method of presenting significant information gained from student exploration of special interest areas.

5. *Class Discussion.* Class discussions resulting from a challenging presentation on the part of the teacher, classroom visits, field trips, the use of films, stimulating bulletin board displays, and other classroom activities, are as important in the typewriting course as in any course.

6. *Work Experience.* Typewriting teachers frequently report that students are keenly interested in typewriting "real" problems, and they say that often students who may ordinarily do unsatisfactory work type accurately when the material is to be used.

If it does not seem practical to provide opportunities for students to type actual office problems, it may be possible to obtain representative forms from different types of offices (for example, banking, insurance, manufacturing, professional) and duplicate them for student use—including appropriate instructions for typewriting forms.

7. *Community Survey.* Accurate occupational information pertaining to the local community may be ob-

tained through a community survey—organized and carried out as a teacher-pupil project.

8. *Films, Filmstrips.* Wise selection, use, and evaluation of films and filmstrips will aid in vitalizing learning units.

Evaluation. Tests given at the beginning of a learning unit indicate how much students already know about the subject of the unit; given at the end, tests indicate learning progress; but the evaluation of the learning unit need not be confined to such testing. Throughout the unit teachers and students should be concerned with evaluating the results of special projects, the quality of class discussion and class participation, and growth in understandings.

The resource file is a logical accompaniment to the resource unit. As learning units are developed, related materials should be organized and filed for quick reference. Development of the resource file is the responsibility of the teacher, but valuable additions may be made as the result of student activity.

A "do democracy" provides for participation, critical analysis, and evaluation of learning activities; it does not come about by accident but through extensive teacher pre-planning.

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BOOKKEEPING AND ACCOUNTING

EFFECTIVE BOOKKEEPING TEACHING AFFECTS BOOKKEEPING LEARNING

Contributed by Marian Breeden, Douglas Freeman High School, Richmond, Virginia

BOOKKEEPING IS LEARNED primarily in terms of relationships. The student finds it easier to learn a fact when it is not isolated, such as understanding the relationship of the journal to the ledger, the ledger to the trial balance and the trial balance back to the ledger. The teacher should emphasize the movement from simple, easily comprehended ideas to the complex concepts of bookkeeping as they function in business enterprise. Seeing the total picture of a subject makes it more meaningful.

Many errors are made by the student because he mechanizes the bookkeeping processes and lacks a proper understanding of what is being accomplished. Memorization and repetitious drills do not develop understanding. Understanding results from the application of previously acquired knowledge or experience and systematic reasoning. So that the student may attain a high degree of understanding, the teacher must demonstrate the application of principles.

No phase of improving teaching can do more to contribute to successful teaching than effective planning for instruction. This planning should take place daily if steady progress is desired. Thus the teacher will have a guide to help the class proceed in the right direction. Proper planning will also improve the management of the class. If the class is working in a businesslike atmosphere, disciplinary problems will be eliminated to a great extent, and the teacher will earn more respect and cooperation from the students.

Teaching will be more effective if the teacher in introducing a lesson captures the interest of the student from the beginning. Motivational devices and clear-cut illustrations and examples should be employed in presenting the subject. One way to carry out this procedure is through the use of developmental questions which serve the dual purpose of letting the student know the teacher is interested in him and of stimulating reflective thinking. The student learns that bookkeeping is directly related to what he knows and to his current interests. Developmental questions will link school learning with the reality of everyday living.

The methods used in introducing new topics also affect bookkeeping learning. The student should be encouraged to work with the teacher in developing the bookkeeping principle being considered. The teacher should emphasize the necessity for the procedure he is using. Then the student must learn to work individually

WILLIAM SELDEN, Editor
State Department of Public Instruction
Harrisburg, Pennsylvania

on other problems, applying what has been learned. The teacher can observe the students while they solve their problems and discover the effectiveness of his teaching. Much more can be learned about the student through individual observation and instruction than through spending many hours checking lengthy assignments.

Effective learning takes place if the subject matter being taught is determined primarily by the experiences of the student. The class should meet the needs of the student if it is to be truly effective. A good example of how student needs may be met would be the teaching of the proper use of the income tax form. Many students actually file income tax returns or will be filing them in a very few years. If they are to understand the basic concepts of income taxes, proper instruction must be given in high school.

Too often the student does not see the connection between actual business experiences and those taught in the bookkeeping course. To improve learning the student should be taught that the source of the entry is not the textbook or the teacher but is actually a semi-permanent or permanent record such as business papers or cash register tapes. Teachers should use actual business papers when illustrating transactions of purchases and sales.

A study of the needs of the community in which the student will be employed can be helpful when relating classroom activities to business. Such a study will enhance the development of the student by giving information which will enable him to purchase intelligently the services and goods that business offers for consumption. A student should be helped in developing a better understanding of business relationships and be made aware of weaknesses in methods of conducting business.

If the instructor is teaching effectively, the student is learning to judge honestly and to analyze his performance. He should, to a certain extent, be praised for his accomplishments; and it is desirable to find some way to make the other students aware of this progress.

One way to measure the effectiveness of the business curriculum is to determine what business demands of a high school graduate. If it is not possible to conduct a survey of employers' opinions, the teacher may go through the "help wanted" advertisements and determine what positions are being offered and their requirements. The bookkeeping teacher should also have a follow-up technique to evaluate the effectiveness of his program. This information may be used to improve the teaching of those still in school.

If the bookkeeping teacher is alert, he is interested

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in prospective changes in education and business that affect classroom activities. He should also be anxious to know new ways of teaching various bookkeeping topics and the controversies which have arisen regarding these methods. No program can be successful unless the teacher is convinced that it is important to find newer and better ways of providing the very best education for his students. The opportunity for discovering and using community resources is present in all schools regardless of size. The variety of these resources, however, will depend upon size, location and types of industry. There are eight major sources of community resources available to the business teacher: published materials, field trips, visual aids, guest speakers, service projects, interviews, work experience, and surveys. These cannot substitute for the teacher but can be used effectively to reach the class objectives. Not only are they excellent for supplementing other means of instruction, but they also provide a welcome break in the class routine! In addition, questions the students ask will be a good indication of any need for further instruction.

For example, field trips to business offices will create

enthusiasm and teach the student to think and apply his bookkeeping facts. If it is not convenient for the class to go as a group, why not divide them into voluntary groups of two or three and let them go after school hours. Before going on the trip, each student should be given a sheet of instructions telling him what to look for in the business. These instructions should be discussed thoroughly. Upon returning, the class should compare the various methods of keeping books which they discovered on the trip, such as the kind of records kept, methods of figuring profit and loss, and strong and weak points of the system observed.

We can see that instruction in bookkeeping will be more effective if the teacher keeps the following in mind: teach in terms of relationship; make certain the student understands the subject matter; plan the instruction; capture the student's interest; develop the goal with the help of the student; meet the needs of the student; relate the subject with actual business experience; teach the student to analyze his performance; keep up with changes in education which affect the classroom; and continually improve methods of teaching.

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GENERAL CLERICAL

WHAT AND WHERE—CLERICAL PRACTICE

Contributed by E. C. McGill, Kansas State Teachers College, Emporia, Kansas

CLERICAL PRACTICE needs a definition that is universally accepted and used. Every time an individual writes or talks about clerical practice, the terms must first be defined in order to communicate with the recipient of the message. For the purpose of this manuscript, clerical practice means that phase of office education that *excludes* the use of shorthand as a skill tool and the use of typewriting as a highly productive skill.

What clerical practice is will be discussed in terms of the use of business fundamentals, the application of basic and common machine operation, versatility in the handling of the multiplicity of the more routine office chores, and the performing of a variety of public relations contact work.

The where of clerical practice will be discussed briefly in terms of what schools, what level, what people, and what courses.

Business Fundamentals in Clerical Practice. The program of instruction should include the teaching of spelling. In particular all of the common words in business vocabularies should be included in the instructional program. Also, extensive practice in alphabetizing business paper files should become a part of clerical training. Alphabetizing, through the fourth and fifth letters in the word, should be mastered by clerical workers.

Early in the clerical program, students need to learn the importance of accuracy in all operations. Clerical workers must learn that either the finished product is usable or not usable. Students and teachers alike must realize that penalizing a job for errors so that the student gets a grade of "B" or "C" still does not render the work usable and in reality it is still worthless in the business office.

Clerical students must develop legible penmanship and accurate typewriting ability. From the beginning, clerical workers must realize the work which they are doing will be read by someone else. The other person must be able to read the entire report or project without any doubt as to legibility of writing or accuracy of typewriting.

Clerical workers need to develop a fundamental understanding of the purposes and functions of business and should be able to see the relationships of the work which they are doing to the success of the business as a whole. They must understand the possibilities of embarrass-

ment; loss of business; financial penalties that may develop from what many people consider minor "innocent errors" that one did not intend to make. Teachers should give actual examples of what happens when so-called minor errors are allowed to pass without detection.

Clerical workers must learn to become very efficient checkers and proofreaders. They must be able to check one set of figures against another, columns of words, and manuscripts against original sources. Accuracy in all work must be developed at the expense of all other factors.

Applied Machine Operations. Clerical workers should first of all be expected to type accurately at a reasonable rate of speed. Typewriting skills should include tabulation, centering, manuscript typewriting with use of marks of correction, filling in of all kinds of business forms, typewriting invoices, statements, material heavily loaded with figures, and common letter forms. The clerical worker must realize that typewritten work is either "right", usable; or "wrong", unusable; there just isn't any half-way between. Typewriting practice and instructions must include much work involving the proofreading of copy and making the necessary corrections or retypes needed to make the work "right" and usable. Remember—clerical teachers, the penalizing for errors by lowering the students grades does not help one iota in making work usable.

Clerical workers also need to learn how to operate stencil and fluid type duplicators, cut masters and stencils, and how to keep the machines clean, adjusted, and in good working order. The operation of the various types of transcribing machines is an essential part of the preparation of an efficient clerical worker. Operating skill should also be developed for handling ten-key and columnar adders, calculators, and posting machines. Key-driven calculators should be included in computing machines instruction. Clerical workers will frequently be called upon to operate postal meters, addressographs, check protectors, sorters, collators, copying machines, and the like. Basic instruction on most of these machines takes only a short time and does not require much repetitious classroom practice.

Clerical workers must remember that we are entering more and more into the machine age, and to a great extent, their future in the business in which they work will depend upon ability to keep an operating knowledge of all types of new machines and office equipment. More than the accurate operation of the machines of business, the clerical worker needs to know how his machine work becomes an important part of the business in which he works. He should understand that great decisions involving large sums of money and long-range future

UNITED SERVICES

GENERAL CLERICAL

business developments may be based upon work which he produces on his machine and that errors just cannot be allowed to occur.

Versatility and the Ability to Handle Many Tasks. Clerical workers are a very important "cog" in the machinery of business. They may be called upon to perform tasks ranging from serving as receptionist and messenger to duties involving the handling of large sums of money and making very confidential reports. A well-prepared clerical worker should be able to handle most of the ordinary tasks that may develop around any office. He should be able and willing to change from one duty on short notice to another under another supervisor in a different environment if duty calls for it.

The clerical worker should be able to file and find papers, collate materials, keep minor records, send telegrams, make long distance calls, be a pleasant receptionist, handle deposits, write checks, prepare papers for mailing, keep appointment schedules, arrange displays, and in fact do just any job that comes his way.

Public Relations Contact. You have probably guessed by now that the well-prepared clerical worker is "quite a person"—he can do most anything that comes along. Even more important, the worker must realize that almost every job performed has some kind of public relations contact. Those jobs that do not reach someone outside of the business office are usually few and far between.

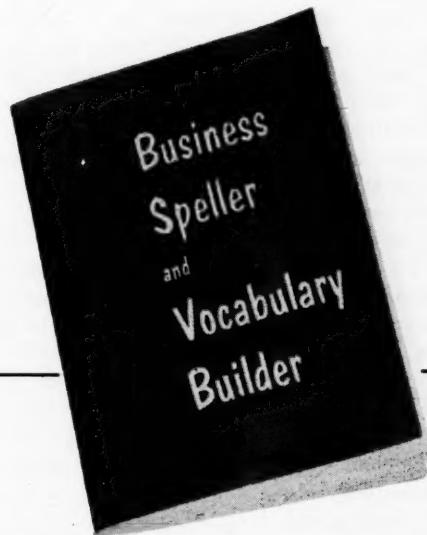
Getting along with people—fellow workers and clients, is a very important part of any business job. Wearing a smile helps but more than that workers must understand and know something about their public. Most problems and difficulties in business grow out of either misinformation or the lack of information. If the worker is certain that the other person understands, good relations with the public will be made secure.

In many schools there are regular clerical practice courses, while in others there are various courses in which clerical skills are developed. In either case, clerical practice should be taught in every school. There are more clerical jobs in the offices of American business firms than any other type of office job. Workers must be prepared for them.

Clerical work should be considered terminal and should be placed in the curriculum as near graduation as possible. Usually, at least two years and three or four courses are needed to cover all the machine work, filing, miscellaneous office duties, and other duties involving clerical work.

Unfortunately, clerical practice has been "dubbed" as the course for the slow learner and low intellect student. A review of the type of work which may be done by the clerical worker and the varied conditions under which the work may be performed, when com-

bined with the varied details of the many responsibilities, should be proof enough that superior students with good dexterity and quick mental responses are needed in clerical work. True—there are many "dead end" clerical jobs that involve the use of only one or a few of the clerical skills which may be performed by the slow learner. However, the clerical job that is important and involves "doing things and going places" requires the superior student who has a wide variety of skills and abilities.



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• *By Clarence B. Carey, Director of the Jones Commercial High School in Chicago, Illinois.*

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UNITED SERVICES

BASIC BUSINESS

CONSUMER EDUCATION IN SIX WEEKS

Contributed by Gerald D. Cresci, City College of San Francisco, San Francisco, California

MOST OF US would like to have the principles of consumer education taught to all students in the senior high schools. This desire cannot always be achieved. Students in the "college prep" program have very few electives. It is assumed that they will receive some consumer education in college courses such as orientation economics. Students who are not "college prep" busy themselves with courses in their major interest field. Time is not generally available to teach consumer education as a separate semester or year course, especially when many other types of subject areas demand space in the curriculum.

One method of solving the problem of enlarging the curriculum without demanding more time would be to have shorter courses. Without sacrificing of goals some courses can be taught in six weeks. Changing our thinking just a bit is necessary. Many of us are accustomed to the traditional semester course. To keep up with the demands in the modern curriculum, the six-week course is a partial answer.

As part of our Senior Goals classes at Abraham Lincoln High School in San Francisco, we teach a Consumer Education course for six weeks only. Our Senior Goals classes are divided into three parts: Family Living, Vocational Education, and Consumer Education. Each part is six weeks long. Three teachers teach the course, and each is a specialist in his particular field.

Students elect Senior Goals as a subject. Anywhere from seventy-five to a hundred students take the course each semester. The number of students enrolling in the Senior Goals course represents from twenty-five to forty per cent of each senior class. Each teacher has between twenty-five and thirty-three new students every six weeks.

Of necessity Consumer Education in such an arrangement is a telescoped class. Subject matter is selected with great care. What we choose must also appeal to the students. If it does not, enrollment may drop and Senior Goals will be abandoned. This is what we do not want to happen because students who are to become buying consumers immediately after graduation may be deprived of this education.

At the beginning of Consumer Education, the objectives and philosophy of the course are reviewed for both teacher and student. Stated simply, our philosophy is to help students gain a philosophy of life by making intelligent value judgments. Specifically,

MEARL R. GUTHRIE, Editor
Bowling Green State University
Bowling Green, Ohio

the objectives are to help students become more intelligent, conscientious, and effective consumers.

Economic Content. Consumer Education deals with two phases of economic life: money management and effective buying.

Orienting students to the problem of money management is done by an introductory unit on the "changing economy." Problems of the modern consumer are discussed. The place of advertising in the modern scheme of things is explored. Because of the problems arising from a changing economy, Americans have shorter working hours, longer time away from work, and all of the concomitant problems related to the change.

The next unit is "getting one's time and money's worth in recreating." Following this, a discussion of budgets takes place with the appropriate amount of time spent on savings and use of credit. Effective buying logically follows as the next phase. General shopping principles are investigated. After leaving the general shopping principles, more specific guides to buying are examined. These areas cover the fields of buying shelter, food, clothes, automobiles, and home furnishings.

Methods of teaching a six-week course vary with each group. Not only will the interest of each group be different resulting in a new method of teaching, but the method must change so that the teacher will not become tired when the time for the last group arrives. Some of the methods used are the following: committees, project, research, lecture, and combinations of these. Techniques of covering the material and allowing students to work at their individual interest and at their own speed vary.

Course Evaluation. In general all the students must take a test at the end of the six weeks to pass the course. To qualify for a *C* grade, class notes or the equivalent must be graded. Qualifying for a *B* grade means doing a project and reporting it in class. *A* grades are qualified for by writing an individual study. The above method of evaluation or some modification of it is usually used to grade students.

Evaluation is always done by both teacher and student. The student knows what he is working for and is never in doubt as to his possible grade. In the test at the end of the course, a question is included on course evaluation. Students are asked to evaluate the course from the standpoint of content, class participation, their individual participation, knowledge received, and likes and dislikes.

A summary of typical class evaluation would include the following: (1) Most of the students find all the

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UNITED SERVICES

DISTRIBUTIVE OCCUPATIONS

WARREN G. MEYER, Editor
University of Minnesota
Minneapolis, Minnesota

ARE WE CAPITALIZING ON THE GUIDANCE VALUES IN CHRISTMAS EXTRA CLASSES?

Contributed by Margaret E. Andrews, Consultant in Business Education and Placement, Minneapolis Public Schools, Minneapolis, Minnesota

EDITOR'S NOTE: *Here are some timely ideas for that Christmas Extra Sales Training Program revealed by a follow-up study of enrollees in Minneapolis.*

EACH CHRISTMAS many thousands of students, including many of the brightest ones, have their first experience in retailing. In Minneapolis alone, it was estimated that 4800 students worked during the 1955 Christmas season—most of them in some phase of distributive work. Because of the tremendous pressures under which everyone works during this period, this is often a poor vocational guidance experience. Frequently training is haphazard or completely neglected. Work is done under tremendous pressures and with many real confusions. Worst of all, students often generalize on this experience and as a result give no further thought to retailing as a career.

Background of Program

In the fall of 1954, a first attempt was made to prepare students for Christmas work by offering a training course to anyone over 16 years of age who was interested. The class was to meet for five two-hour sessions. Classes were to be held in any of eleven Minneapolis high schools where the interest warranted. Students who already had jobs, as well as those seeking jobs, were encouraged to enroll. The Minneapolis Vocational Evening School would provide qualified instructors. Students were to pay a fee of \$1.00 to cover the cost of materials and to give them a feeling of responsibility toward the course.

During the first year, students in only four schools showed sufficient interest to warrant setting up classes. Altogether 120 students completed their training just before Thanksgiving. Both students and the schools were disappointed when less than one-half of the students were actually placed. Employers indicated the training had come too late and their needs for help had already been met.

In 1955, therefore, training was begun so that it was completed by late October. Students were thus available for system training in the stores during the Minnesota Education Association holiday. Seven schools participated in the course and nearly 160 students were prepared. Classes were held in five schools.

Evaluation of Content

To determine the students' attitude toward the course and their job experience, a very brief questionnaire was circulated immediately after Christmas vacation. Students felt in most cases that their instructors had put appropriate emphasis on the various subjects as shown below:

SUBJECT EMPHASIS IN RETAIL TRAINING COURSE

		Time Spent		
		Too Much	About Right	Not Enough
1.	Opening a Sale	18	101	2
2.	Displaying Goods	2	79	34
3.	Meeting Customers	9	98	12
4.	Answering Questions and Meeting Objections	2	77	43
5.	Closing a Sale	3	101	17
6.	Store Procedures	8	52	61
7.	Opportunities in Retailing	5	58	57

Unfortunately, the study did not include an inquiry regarding the amount of time spent on each subject by the several classes. Very likely, the time allotment varied with instructors. The figures represent, however, student reactions to time distribution when instructors are given freedom in content selection within a given framework, which in this case is the Minnesota State Department of Education instructors manual for the Christmas Extra Sales Training Course.

Eighteen students felt that too much time had been put on "Opening a Sale." Two major items of under-emphasis seemed to be "Store Procedures," which might be expected, and "Opportunities In Retailing," which seems inexcusable. One of the purposes of this course, besides preparing students for immediate jobs, was to emphasize the long-run career opportunities. Our instructors apparently did not take advantage of the opportunity to inform them of careers in the field, even though many very bright students were employed.

Appraisal of Instructors

Three-fourths of the students indicated the course had given them the significant information they needed on the job. About one-half of the students rated the instructors superior and about one-half average—very few rated them poor. However, the questionnaire asked

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UNITED SERVICES

OFFICE STANDARDS AND COOPERATION WITH BUSINESS

A. J. KALBAUGH, Editor
Broome County Technical High School
Binghamton, New York

HOW CAN BUSINESS TEACHERS BE MORE EFFECTIVE?

*Contributed by A. Harold Ohline, Reddick High
School, Reddick, Illinois*

BUSINESS MUST keep abreast by meeting change with change, and so must the business education program that expects to serve the needs of business. Business cannot and will not wait too long for an educational system that persists in plodding along out-of-date pathways. You cannot teach business subjects from an ivory tower

How Business Educators Can Find Out

BUSINESS EXPERIENCE: The first step lies in complementing our academic knowledge with as much outside business experience as possible. Four years of teaching has led me to the conclusion that it would be difficult to overestimate the value of actual business office experience to the business teacher who wishes to teach effectively. Only in this way can the business teacher guard against emphasizing the unimportant at the expense of the important. Only in this way can the business teacher make the content of business education courses more graphic by being able to cite examples from his own experience.

PROFESSIONAL DEVELOPMENT: The second step lies in the use we make of the literature readily available in the field, our own professional magazines and periodicals, and in membership in our own professional organizations—national, regional, state, and local. This means not just subscribing to the publications or merely belonging to the professional organizations. It means thorough and studious reading of the literature and actual participation in the professional organizations at every opportunity. These two activities are extremely important to the business teacher.

The value of professional publications is of a very practical nature. For example, consider its use in the teaching of secretarial subjects. While business correspondence is not subject to frequent or radical changes of mode, styles of letters and letterheads do change, though gradually. Business teachers can best keep abreast of these changes through reading the field literature available to them. To illustrate: The National Office Management Association has, for several years, conducted an educational campaign to introduce a simplified style of letter. Until it appeared in a few business textbooks, however, very few business teachers were aware of the simplified form which is being used by many offices. Such literature as the brochure on the simplified

letter is available to teachers even though they may not belong to the sponsoring organization. Similar information can be obtained relative to typewriters, paper, desks, chairs, and other equipment and supplies used by secretaries.

AFFILIATION WITH OUTSIDE GROUPS: The third step toward effective business education teaching lies in our willingness to emerge from our academic shells and take advantage of affiliation with business and civic groups at every opportunity. The obvious value here is a practical one, a matter of contacts. The more people we know who are closely connected with business or who actually employ those trained in business-course skills, the more perceptive we become. These contacts are the pipeline through which we receive valuable information on current and changing practices and needs in the business office. The information we get enables us to counsel and guide our students to specific areas of study—even on occasion, to specific places of employment.

Why These Points Are Stressed

None of these ideas are new. Why, then, make such a fuss about them? Simply because business educators have a long way to go to achieve even the obvious.

For example, in 1954, as source material for a master's thesis entitled, "An Investigation of the Business and Industrial Experience of Business Teachers in Illinois," a survey was conducted in which 54 business teachers were interviewed. Sixteen teachers out of the 54 reported they had had no business experience prior to becoming teachers and had not acquired any such experience during their teaching careers. Only 11 said their experience was of a current nature. Nineteen said it had been within the last three years and 6 said it had been within the last five years. The recency of the business experience reported by the remaining 18 teachers ranged all the way to 19 years.

How can business teachers run modern classrooms and set up-to-date standards if they do not have any closer contact with business than many of those teachers had?

With reference to membership in professional business teacher organizations, 27 teachers, or exactly one-half, said they belonged. While nearly all said they receive some business education literature, it should be noted there are at least two business education magazines circulated generally to business teachers without charge. More significant would be the number who purchased subscriptions to additional business education magazines and periodicals. The survey shows that about one-half the teachers subscribed to one or more professional magazines for business teachers.

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In response to the question seeking information on affiliations with business and civic groups, six teachers reported being members of such groups. However, the wording of this question included the reference, "business group" but did not contain the words, "civic group." Because of this omission it was possible to confuse this question with the one regarding membership in professional business education organizations. This unfortunate ambiguity evidently resulted in many teachers ignoring the question on membership in business groups since only six reported. To this extent the data is inconclusive.

We know that many business teachers receive great inspiration and benefit from their associations with business and industrial leaders through such professional organizations as the National Association of Cost Accountants, Society for the Advancement of Management, American Management Association, and National Office Management Association. The same degree of inspiration and benefit will accrue from participation in the

many service clubs whose membership policy will admit educators.

In general, teachers reporting business experience felt that the experience had definitely aided them in their teaching. It seems that business teachers without business experience tended to overlook vocational competence as a stepping stone to better teaching positions. Judging from comments received in the interviews, considerable difference exists between actual business teaching practice and theory as presented in recent articles appearing in business education literature.

In which camp do you belong? Unless you have had direct recent exposure to business practice, how can you hope to prepare employable graduates in your classes? Why not make plans to find out for yourself? You will be amazed at how much there is to learn. You will be much more confident about your classroom efforts and will find new respect among the businessmen in your community as well.

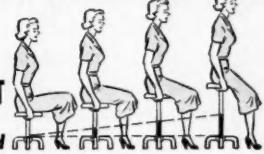
Basic Business

(Continued from page 26)

material new to them. A few, although they are already familiar with certain aspects of the course, enjoy the new materials and techniques of learning. (2) Most students feel that the concentrated subject matter should be expanded to a one semester course. (3) Most of them appreciate class discussions on a very mature level. They realize that some of the problems are, or will be, very real to them. (4) Practically all recommend that all seniors take the course.

We feel that our Consumer Education course is a success with the students and can be taught in a six-week course most effectively. The philosophy and objectives of Consumer Education are covered in this type of program. Students receive a sufficient amount of information in money management and effective buying to help them in the balance of their high school life, and for adult living. This kind of program keeps the teacher on his toes for new and better ways of teaching. Not only can the students be taught effectively but the students and the teacher can set a very stimulating pace in a six-week course.

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UNITED SERVICES

TEACHER EDUCATION

NEW FACTORS TO CONSIDER IN THE SUPPLY OF BUSINESS EDUCATION TEACHERS

Contributed by Ray C. Maul, Research Division, National Education Association, Washington, D. C.

THE MUCH ADVERTIZED "Tidal Wave" of students is exerting some peculiar pressures upon the American educational system. Recent developments raise new questions—and further complicate the picture—concerning the supply of and demand for competent teachers.

For some ten years the elementary schools have been sustaining a steady increase in enrollment at an average rate of more than one-half million a year. At first the increase was modest, and affected only the first grade. Now, however, the increase has worked its way through all of the grades and is beginning to touch the lower classes in the high school. A steady increase of this progressive nature has been expected, and the needed number of additional teachers and classroom facilities has been estimated. What was not anticipated so soon, however, is the startling increase in college enrollments, with its accompanying increase in the demand for college teachers. This new factor has exerted an unexpected influence upon the supply-demand situation as regards new high school teachers of all subjects, and particularly in those fields of most rapid expansion in college enrollments. Commerce and business education is one of those fields.

The paradox is that college enrollments have zoomed at the very moment the total number of 18-21-year-olds in the population has fallen to a modern low. In 1945 the number of normal college-going-age people was about 9.1 million. For each of the next ten years this number decreased at the rate of about 100,000 per year, until the total fell below eight million in 1955. The normal expectation would be for college enrollments to be affected adversely by this decreasing number of young men and women in the whole population. But the opposite has been true; the tenth and final year of the decrease in the total number of 18-21-year-olds saw college enrollments at a new all-time high.

Observers of the teacher supply-demand situation foresee, but cannot yet answer, these two questions: (1) Will there be still further increase in the *per cent* of college-age youth who seek to enter college? (2) Will expanding college enrollments bring a proportional increase in newly prepared teachers, or will these new college students concentrate upon other vocations and professions?

The preponderant opinion is that total college enrollments will increase at an even faster rate, and that an

increasing per cent of college students will seek training in the general field of business. Opinion is divided, however, as to whether *the teaching of the business subjects* will attract the number of new college students necessary to produce the larger number of competent teachers needed. The outlook is not bright; it seems most likely that the supply-demand ratio will become less favorable, and that colleges will offer sharper competition for the insufficient supply which is ordinarily available to the high schools.

Recent research has uncovered some enlightening, if not encouraging information about general conditions in the colleges, and the handicaps these institutions face in their struggle to meet the requirements of a larger enrollment. The NEA *Research Bulletin* for December, 1955, reports these facts:

1. The full-time teaching staffs of the colleges and universities are not fully prepared; only 40 per cent hold the doctor's degree, and as many as 10 per cent have not yet earned the master's degree. Moreover, many institutions do not make any provision for the inservice upgrading of these partially prepared instructors being employed.
2. Much of the total load of college teaching is carried by part-time instructors, graduate assistants, and other persons whose preparation is of widely varying quality.
3. The full-time college staff is mature; many are approaching the retirement age. Almost one in ten (8.4 per cent) is more than 60 years of age, and another one in ten (10.2 per cent) is in the 55-60-year-age bracket. Replacement needs just to maintain the present staff will be large.
4. The college staff is composed chiefly of men. In business and commerce four of every five (79.8 per cent) are men, and the opportunities in the general business world are particularly attractive to men with training in this field.
5. Of the total full-time college staff, 5.2 per cent are in the field of business and commerce, but of all new full-time instructors employed by the colleges in 1954-55, no less than 8.3 per cent were assigned to teach in this field. This means that the turnover of teachers in this field is greater than the average, or the expansion of the regular full-time staff is at a faster rate, or both.
6. Of all master's degrees granted in 1954-55, only 5.7 per cent were in this field; of all doctor's degrees, only 1.6 per cent were in the field of business and commerce.
7. College employing officials report (a) a shortage of qualified candidates for the teaching of the business subjects, (b) numerous positions remaining unfilled for lack of qualified candidates, and (c) the outlook for more acute shortages in the years ahead.

UNITED SERVICES TEACHER EDUCATION

(Another study conducted by the Research Division of the NEA and reported in the October, 1956, issue of the *Research Bulletin* is entitled, "Salaries Paid and Salary Practices in Universities, Colleges, and Junior Colleges, 1955-56." It is a specific report on salaries paid to teachers of each rank, and to administrative officers. The report throws further light upon general conditions prevailing in the various types of institutions of higher education throughout the nation, and should be considered in connection with the foregoing paragraphs.)

Such facts as the foregoing are not encouraging; they indicate that colleges will offer the high schools a new kind of competition for the annual crop of graduates completing preparation for the teaching of the business education subjects. Thus the findings of the Ninth Annual Teacher Supply and Demand Study,¹ as shown in Table 1, are food for sober thought. This annual study is intended to bring to light pertinent information concerning the elementary and high school teacher supply-demand situation early in the calendar year, so that school employing officials can foresee the prospects for new teachers to be obtained for the next September. Unfortunately, a similar body of information concerning the situation at the college level has not been developed. One can only surmise, therefore, what will be the impact of the changing college conditions described above.

As Table 1 shows, the record number of college graduates emerged in 1950. Then followed five consecutive years of downturn in this annual total and an even faster downturn in number of graduates prepared for high school teaching. But this decrease in the annual production of qualified candidates for teaching the business subjects was checked at the end of four years, and the Class of 1956 yielded almost as many eligible candidates as did the Class of 1951.

The 1956 total was 5,544, of whom 2,132 (39 per cent) are men and 3,412 (61 per cent) are women. On

¹Conducted by the NEA Research Division and published in the March issue of *The Journal of Teacher Education*.

TABLE 1.—TOTAL NUMBERS OF BACHELOR'S DEGREE GRADUATES; NUMBER PREPARED TO TEACH THE VARIOUS HIGH SCHOOL SUBJECTS; NUMBER OF MAJORS IN BUSINESS EDUCATION WHO PREPARED TO TEACH IN HIGH SCHOOL; PER CENT CHANGE FROM THE PEAK YEAR OF 1950

College graduates	1950 1	1951 2	1952 3	1953 4	1954 5	1955 6	1956 7	8
Receiving bachelor's degrees	433,734	384,352	331,924	304,857	292,880	287,401	Not available	
Per cent change from 1950		—11.4%	—23.5%	—29.7%	—32.5%	—33.7%		
Prepared to teach various high school subjects	86,890	73,015	61,510	54,013	48,916	49,697	57,348	
Per cent change from 1950		—16.0%	—29.2%	—37.8%	—43.7%	—42.8%	—34.0%	
With major in business education and prepared to teach in high school	7,235	5,750	5,165	4,571	4,076	4,434	5,544	
Per cent change from 1950		—20.5%	—28.6%	—36.8%	—43.7%	—38.7%	—23.4%	

the surface, this substantial number of eligible new teachers of the business subjects would seem to be rather closely in balance with the number needed by the high schools. But the picture changes when we answer the question: How many of this new crop of college graduates actually entered teaching service?

If last year's pattern is followed, the schools employed in September, 1956, less than one-half (48.8 per cent) of the men and less than two-thirds (60.7 per cent) of the women members of the Class of 1956 who were fully prepared to teach the business subjects. This means that, of the total of 5,544, only 3,132 became teachers. Of the others, 1,148 accepted other kinds of gainful employment, 161 are pursuing graduate work, 283 are in military service, 333 are devoting full time to homemaking, and 487 are engaged in miscellaneous activities other than teaching.

But at the same time these 3,132 college graduates were entering teaching, the high schools were employing a total of 3,953 new full-time teachers of the business subjects, plus 343 others who were given major assignments in this field in combination with minor assignments in other fields. In other words, the high schools employed 4,296 new teachers in this field while the previous class of college graduates produced 5,544 new eligible candidates, only 3,132 of whom chose to take teaching positions.

One may well ask, Where did the other 1,164 new teachers of the business subjects come from? and also, What are their qualifications? Unfortunately, research does not yield satisfactory answers. Probably a good many of this group have rather substantial backgrounds of preparation. Probably, also, a good many are former teachers with successful experience. It is likely, however, that a majority of these new teachers entered the classroom last September with no more than temporary interest in teaching, that their fitness for their present assignments is doubtful, that they will contribute little to the strengthening of the teaching profession, and that the need to replace them after a temporary period of service will further complicate the supply-demand problem.

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San Francisco 4: 68 Post St. Chicago 30: 4655 Chase Ave.

Distributive Occupations

(Continued from page 27)

for specific evaluations on enthusiasm, preparation, and knowledge of the field. "Enthusiasm" had the greatest number of poor ratings, "Knowledge of the Field" had the greatest number of superior ratings, and "Preparation" the greatest number of average ratings. This would seem to indicate that, in the students' opinions, well-qualified persons were selected but that somehow they had not generated enthusiasm nor evidenced preparation to the extent which might be hoped. The instructors were from the Training Departments of large stores and, in one case, a school coordinator.

Student Reaction to the Experience

Students were also asked to evaluate their work experience. Of the 125 students answering this part of the questionnaire, 108 had not had any retail experience before taking the course. There were 110 who indicated they hoped to get a job as a result of the course—but only 84 actually did. However, ten already had jobs, and six stated they preferred not to work. Therefore, 94 out of the 119 students seeking work actually found it. This is a much better showing than the preceding year when less than half were placed.

It is very interesting to note that only 32 of the 86 students answering were asked for their Certificate of Completion before being hired. It is undoubtedly true, however, that many more were asked if they had completed the course.

Guidance Values

When students were asked if they felt the course should be repeated, 104 indicated "yes," and only ten indicated "no."

Students were asked if anyone in the store had spoken to them about long-run opportunities, or careers in the retailing field. There were 74 students out of the 87 responding who stated "no."

On the basis of their experience, students were asked whether or not they would like to consider a career in retailing. Forty-one students stated "yes," and 59 stated "no."

Summary

The findings of this report would seem to indicate that through this training-placement program, a number of Minneapolis students had a profitable work experience at Christmas time. The problems of employers very likely were eased through their work, and customers should have received better service. It is hoped that next year increasingly large numbers of students will register for the pre-Christmas training program, that instruction will be improved, as suggested by the student evaluations, and that employers will cooperate to a greater extent in employing the students who are trained.

Centennial Plans

Theodore Yerian, President of UBEA, has announced that the Centennial Program for Business Education is moving forward at full speed. The UBEA Publications Committee, under the chairmanship of Theodore Woodward, George Peabody College for Teachers, will release in January a joint bulletin with the National Association of Secondary-School Principals. The centennial theme will be featured in the May issue of *BUSINESS EDUCATION FORUM*.

Vernon Payne, North Texas State College, has been named chairman of the Planning Committee for the Centennial Celebration. Dr. Payne is a past president of the Mountain-Plains Business Education Association, and currently is a member of UBEA's National Council for Business Education and the Board of Trustees for the Future Business Leaders of America.

Celebration—Part I

The period designated for the Centennial Celebration is June 16 through July 1. Part I of the Celebration will begin at the Baker Hotel in Dallas, Texas, with the convention of the Future Business Leaders of America. The Dallas portion of the Celebration will close on June 22 with the convention of the Mountain-Plains Business Education Association. It is hoped that many school systems will be represented at the Centennial Celebration in Dallas by one or more business teachers. There promises to be a large number of college teachers present. Many of the college teachers will be accompanied by summer-session classes.

Dr. Payne has scheduled an early fall meeting for the general planning committee. In addition to Dr. Payne, the committee for the Celebration includes the following representatives of the UBEA geographical regions: S. Joseph DeBrum, San Francisco, California; Lloyd Douglas, Cedar Falls, Iowa; Vernon Musselman, Lexington, Kentucky; and Frances North, Baltimore, Maryland. Dorothy Travis, president of the Mountain-Plains Business Education Association, and Janis Knox, President of FBLA, are coordinating members of the committee. The UBEA president, executive director, presidents of the UBEA unified associations, and the presidents of UBEA divisions.

(Continued on page 34)

In Positions of Leadership

Yerian, Travis, Olson, and McGill to Guide UBEA Activities During the NEA Centennial Year



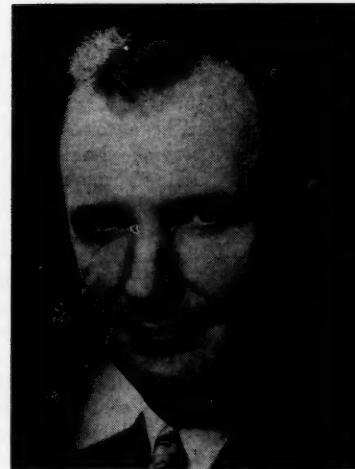
President
THEODORE YERIAN



Vice President
DOROTHY TRAVIS



Past President
E. C. MCGILL



Treasurer
MILTON C. OLSON

New UBEA Personnel

Theodore Yerian, Oregon State College, became the 66th president of UBEA, a Department of the NEA, on August 1. He succeeds E. C. McGill of Kansas State Teachers College. Dr. Yerian has been fully indoctrinated for this position of leadership through his many services to

the Association. Among the major positions he has held in the organization are: membership chairman at both state and national levels; vice president with the responsibility for membership recruitment; chairman of the Centennial Committee for Business Education; secretary

IN ACTION

of the Administrators Division of UBEA; and president of the Western Business Education Association, a Region of UBEA.

Dorothy Travis, Central High School and the University of North Dakota, Grand Forks, is the new vice president. Miss Travis, a former NEA vice president, has held the office of UBEA treasurer and is currently president of the Mountain-Plains Business Education Association. One of her major assignments for the year is that of liaison officer with the UBEA affiliated state and local associations.

Milton C. Olson, the treasurer, is best known in the Association for his editorial assignments and leadership in the Eastern Region of UBEA. Dr. Olson is on the staff at New York State College for Teachers.

Past-president E. C. McGill now heads the Program Committee for the Centennial Celebration. His long record of service to the Associations United speaks for itself.

The four officers of UBEA and the executive director constitute the Administrative Committee of the Association. They are elected by the National Council for Business Education.

New Representatives

Each spring the members of UBEA elect five representatives to the National Council. These persons are elected by mail ballot for a three-year term. The members whose terms began on August 1, 1956, are: *Eastern Region*—Louis C. Nannasy, New Jersey State Teachers College, Montclair; *Southern Region*—Lucille Brancombe, Jacksonville (Alabama) State Teachers College, Jacksonville; *Central Region*—E. L. Marietta, Michigan State University, East Lansing; *Mountain-Plains Region*—Vernon Payne, North Texas State College, Denton; and *Western Region*—Verner L. Dotson, Seattle Public Schools, Seattle, Washington. The names of National Council members appear on page 3 in this issue of the *FORUM*.

The Council will hold its next meeting at the Morrison Hotel in Chicago, Illinois, on February 16-17.

Centennial Plans

(Continued from page 33)

sions are ex-officio members of the committee. Each of these persons will have special program assignments.

The International Division of UBEA will sponsor Part II of the Celebration—

a tour to Mexico. The proposed itinerary will be announced soon by Dorothy Veon, president of the Division. The tour group will leave Dallas on June 22.

Part III of the Celebration will be held in Philadelphia, July 1, in connection with the NEA's elaborate program which commemorates the organization's 100 years of service to the teachers of America.

Members of UBEA are urged to participate also in the observance of the Centennial through the programs sponsored by state and local associations.

INTERNATIONAL DIVISION

Economic Course

Reports from Europe indicate that the Twenty-Ninth International Economic Course held in Sarrebruck, Luxembourg, and Strasbourg was quite successful. The program opened on July 23, in Sarrebruck, where the group spent one week. This time included a sightseeing tour through Sarrebruck and visits to the University, the steelwork Röchling, and a margarine factory as well as visits to some other industrial enterprises. Lectures were held also on economic subjects.

In Luxembourg, a visit was made to a steel work and lectures were given by specialists about the European community of coal and steel industries.

The group moved to Strasbourg on July 29 and remained until the closing date of July 31. This interval included an excursion to the Vosges Mountains and visits to the harbor and to some industrial enterprises. The business meeting of the Central Committee was held on July 30.

Arrangements had been made for a delegation from the United States to participate in the 1956 course; however, a necessary change in dates made it impossible for the delegates to rearrange their transportation so as to arrive in Europe on the rescheduled date. This is the first time in several years that the United States has not had a delegation attending the International Economic Course.

Next year's course will be held in Austria. Members of the International Division of UBEA who are interested in participating in the 1957 course should write to Dr. Dorothy Veon, The Pennsylvania State University, University Park, Pennsylvania, for the latest information concerning dates, rates, and an application.

NABTTI

Chicago Convention

The National Association of Business Teacher-Training Institutions, a Division of UBEA, will meet at the Morrison Hotel in Chicago on February 14-16.

The theme of the convention will be "Research and the Business Teacher." Plans for the meeting are well underway. Lewis Boynton, Teachers College of Connecticut, and Mary Ellen Oliverio, Teachers College, Columbia University, are co-chairmen of the Program Committee. Leaders in business education from all over the country will participate in group discussions.

Excellent responses to questionnaires indicate a keen interest by the membership in eight principal topics for discussion. These topics are:

1. Research in the Secretarial Studies
2. Research in Bookkeeping and Accounting
3. Research in Clerical Practice and Office Machines
4. Research in Distributive Education
5. Research in the Social Business Subjects
6. Research in Student Teaching
7. Research in Handling Increased Enrollments
8. Curriculum Research for Business Teacher Education

The group will hold joint sessions in cooperation with the other divisions of UBEA—Research Foundation, Administrators, and International—and with the American Association of Colleges for Teacher Education, a Department of the NEA.

Teacher Certification Committee

Stephen Meyer, Jr., Chairman of NABTTI's Standing Committee on Business Teacher Certification, reports that the committee has circulated a "Proposed Statement of Business Teacher Certification Policies" and a resolution to nearly six hundred local and state supervisors of business education, chief state school officers, and state certification officers. The resolution expresses the concern of NABTTI with current trends, increasing enrollments, decreasing teacher supply, and relaxation of certification requirements.

This committee plans to select one business educator in each of the states and territories to serve as a liaison between state officers and NABTTI.

AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated, cooperating, and UBEA regional associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA district which has unified its program of activities with UBEA and has an official representative on the UBEA National Council for Business Education. A cooperating association is defined as a national organization or agency for which the UBEA National Council for Business Education has established a coordinating committee.

EASTERN REGION

New Jersey

Louis C. Nanassy, associate professor of education at the Paterson State Teachers College was elected president of the New Jersey Business Education Association at the May meeting held at Rutgers University.

Other officers elected include: Harry W. Lawrence, Cranford, vice president; Freeman McManus, Kearney, treasurer; and Lillian Chance, Mount Holly, secretary.

Members of the Executive Board elected are Irene Alliot, Henry Snyder High School, Jersey City; Walter Brower, Rider College; Margaret Morrison, Union High School, and Albert Rossi, Lower Camden County Regional High School.

Tri-State

The fall meeting of the Tri-State Business Education Association will be held November 2-3 at the Sherwyn Hotel in Pittsburgh. Helen L. Widener of Pittsburgh will preside.

CENTRAL REGION

Chicago Area

New officers of the Chicago Area Business Educators Association were installed at the May meeting. They are as follows: president, Wilmer Maedke, Northern Illinois State College, DeKalb; vice president, Margaret Perueca, Waukegan Township High School, Waukegan; secretary, Catherine Miller, Blue Island Community High School, Blue Island; and treasurer, Lynn Gilmore, Rich Township High School, Park Forest.

All 1956-57 meetings will be held at Marshall Field and Company in English Room No. 1. Meeting dates for the year are: September 22, October 27, November 17, January 26, February 16, March 23, April 27, and May 25. Meetings start promptly at 12:00 noon and adjourn at 2:00 p.m. All business teachers in the Chicago area at the time of the meetings are welcome.

Ohio

New officers of the Ohio Business Teachers Association elected at the annual spring meeting are as follows: President, Galen Stutsman, Bowling Green State University; vice president, Robert E. Kriegbaum, University of Dayton; secretary-treasurer, Mary O. Houser, Libbey High School, Toledo; and editor, Lohnie J. Boggs, Miami University, Oxford.

Members of the advisory council include: John C. Frakes, Board of Education, Cleveland; Mabel Collins, Central High School, Columbus; Harold Leith, University of Cincinnati; Inez Ray Wells, Ohio State University, Columbus; and Paul S. Smith, Norton High School, Barberton.

MOUNTAIN-PLAINS REGION

MPBEA

Dorothy Travis of Grand Forks, North Dakota, was elected president of the Mountain-Plains Business Education Association at the convention held in Wichita, Kansas. Other officers are: Vice president, F. Wayne House, Lincoln, Nebraska; treasurer, Ruben J. Dumler, Winfield, Kansas; and executive secretary, Agnes Kinney, Denver, Colorado. A report of the convention is scheduled for the next issue of the FORUM.

Wyoming

The fall meeting of the Wyoming Business Education Association will be held October 10-13. The program will include several sectional meetings. One section will feature a demonstration on the use of visual aids presented by a classroom teacher from each district. A second section will feature a guest speaker. There will be a panel discussion on the certification requirements for business teachers in Wyoming.

At the executive board meeting held May 3, it was suggested that the members use their influence to remove the terminology "commerce" from the high school program and replace it with the term "business education."

WESTERN REGION

Oregon

Oregon business teachers, following a general theme of "The Challenge—Automation," met in Portland on March 15-16, for an action-filled annual convention.

Selective workshop sessions were the major attraction following the annual luncheon. In these workshops, the exhibitors of various audio-visual aids demonstrated equipment, and business teachers explained possible applications of the machines to teaching situations.

"Preparing the Student for the Age of Automation," was the topic discussed by Robert E. Slaughter, McGraw-Hill Book Company, at a dinner session. Donald Robertson, Southwestern Publishing Company, and Verner Dotson, Seattle City Schools, Seattle, Washington, teamed up on Friday morning to present a panel on record keeping and the place of various socio-business subjects in the curriculum of the secondary schools.

Officers elected to serve the Oregon Business Education Association for the current year are: President—Lucille Borigo, Taft High School; vice president—Elva Martin, Cleveland High School, Portland; secretary—Edna Jessep, Tillamook High School; and treasurer—Gerald Markee, McLaughlin High School, Milton-Freewater.

Utah

The fall meetings of the Utah Business Teachers Association will be held October 11, in Salt Lake City. President Nellie Ray, Snow College, Ephraim, will preside. "Latest Developments in the Area of Skill-Building in Typewriting" will be discussed by Fred Winger, Oregon State College, Corvallis.

Edward L. Christensen, Brigham Young University, Provo, will preside at the Smorsgasboard Luncheon scheduled for Thursday afternoon. F. R. Grannis, International Business Machines Corporation, will be the guest speaker. Mr. Grannis will address the group on "Electronics and Automation in Business Offices."

The luncheon will be followed by a session featuring "Let's Get Acquainted," a business session, and election of officers.

SOUTHERN REGION

Arkansas

Plans have been made for the Arkansas Business Education Association to meet as a Division of the State Education Association on November 1, in Little Rock. Ethel Hart, president of the Association, will preside. The following features have been planned: An address, "Techniques of Teaching Shorthand," by Charles Zoubek will be followed by a question and answer period.

A luncheon meeting will be held at the Marion Hotel. The speaker will be Gladys E. Johnson, President of SBEA. Mrs. Johnson will discuss plans for the SBEA Convention to be held in Asheville. She will also speak on "FBLA in Arkansas."

The afternoon session will begin with the election of officers. This will be followed by a talk by Mr. Zoubek on "Neglected Factors in Transcription." The day's program will be concluded at a dinner meeting.

This will mark the first time that the Arkansas Business Education Association has had a full day's program.

Georgia

The Georgia Business Education Association held its annual spring meeting in the Sky Room of the Municipal Auditorium in Atlanta. J. T. Goen, president, presided at the meeting. A group of songs were presented by students of Moultrie High School.

Lucy Robinson, program chairman, presented Eugenia Moseley, George Peabody College, Nashville, Tennessee, who addressed the group on "Employable Personality." Helen Reynolds, of New York University, spoke to the group on another phase of the same topic.

The following persons were re-elected to serve the association for the coming year: President, J. T. Goen, Jr.; vice president, Lucy Robinson; secretary, Eileen Tabor; and treasurer, Eleanor Aspinwall.

Virginia

"Automation and the Business Teacher" is the theme for the annual fall meeting of the Virginia Business Education Association to be held November 2, in Richmond. Principal speakers on the theme will be Marion Wood, International Business Machines Corporation, and Robert Slaughter, McGraw-Hill Book Company.

Kenneth Zimmer, president, will preside over the board of directors meeting prior to the opening of the convention.

Florida

"The Effect of Automation on Business Education" was the topic of an address given by G. E. Michael, Branch Manager of IBM in Miami, at the annual luncheon meeting of the Florida Business Education Association held at the Alcazar Hotel in Miami during the Florida Education Association's annual convention on April 13.

President John Hudson presided at the business meeting when plans were discussed for the fall workshop. The workshop will be held in Lakeland on September 28 and 29. H. G. Enterline of Indiana University will serve as consultant for the workshop.

New officers for 1956-57 are: President, Florence Beever, Alfred I. DuPont High School, Jacksonville; vice president, Leon Ellis, Frostproof High School; secretary-treasurer, Margaret Gaskins, DeFuniak Springs High School; sergeant-at-arms, Carroll Wagoner, Coral Gables High School, Miami; and SBEA convention representative, Berneeee Overholtz, St. Petersburg High School. Delegates to the UBEA Representative Assembly are Frances Causey, Wauchula High School, and Euclide Threlkeld, State Department of Education, Tallahassee.

South Carolina

Eleanor Patrick, Chester, publicity chairman of the South Carolina Business Education Association, announces that the eighth annual fall convention of the association will be held in Johnson Hall on the Winthrop College campus on November 3, at 10:30 A.M. The theme for the year is "Educate for Business to Educate for Life." The 1956 slogan is "Plan, Prepare, Progress Professionally."

Alan C. Lloyd of McGraw-Hill Book Company will be the guest speaker at the convention. The morning session will feature Dr. Lloyd's demonstration on "An Everyday Typewriting Lesson." This will be a model demonstration of an average "day-in-and-day-out lesson." During the afternoon meeting, Dr. Lloyd will share with the group numerous "tricks of the trade" aimed toward the improvement of classroom instruction.

The executive board is composed of the following: Marguerite Hendrix, Taylors; Caroline McFadden, Fort Mill; Meta Callahan, Greenville; Eleanor Patrick, Chester; Jewelle C. Hollis, Columbia; Harold Gilbreth, Winthrop College; Virginia Ellis, Columbia; Margaret Holliday, Conway; Sunne Hudson, University of South Carolina; Anita McClimon, Coker College; Teressa Price, Gilbert; and Thelma Gaston, Sumter.

Louisiana

The Executive Council of the Louisiana Business Education Association met in the spring to make tentative plans for the district and state meetings to be held this fall. President Ruth Bruner presided. It was agreed that the duties of the four regional vice presidents would be to: (1) promote membership in the various districts, (2) plan the program and make the arrangements, (3) preside at the district meeting, and (4) perform other duties designated by the president.

The general theme for the 1956 meetings is "How I Can Become a Better Business Teacher." The group decided to have visual aid displays at the district meetings and to send the best ones to the state meeting.

The state meeting will be a formal clinic. It will include the following topics for group discussion: general business, typewriting, shorthand, bookkeeping, clerical practice, and FBLA. A dinner meeting will be held. Alan Lloyd of the McGraw-Hill Book Company, will be the guest speaker.

Mississippi

"It's Easy" is the theme for the Third Annual Fall Conference of the Mississippi Business Education Association to be held October 20, at East Central Junior College, Decatur. President Frances Reek, Mississippi Southern College, Hattiesburg, will preside at the business session. Guest speaker for the opening session will be H. D. Braddy of International Business Machines Corporation. There will also be a demonstration on the teaching of typewriting in a room equipped with both electric and manual typewriters. Two motion pictures—"The Right Touch" and "Stella Pajunas In Action" will be presented as visual aids for the typewriting class.

Following the luncheon, there will be a demonstration by Della Bates, International Business Machines Corporation, on "Office Standards and How They Can Be Easily Attained Through Efficient Techniques."

Kentucky

The following officers were elected at the spring meeting to serve the Kentucky Business Education Association for 1956-57: President, Alex McIlvaine, Eastern State College, Richmond; vice president, Virginia Ackman, High School, Frankfort; secretary, Lucille Poyner, Reidland High School, Paducah; and treasurer, Esther Runyon, High School, Bardstown.

The fall meeting of the association will be held at the Kenlake Hotel, Kentucky Lake, during the latter part of October.

The Southern News Exchange

Published by the Southern Business Education Association, a Region of UBEA

Volume V

October 1956

Number 1

SBEA OFFICERS . . .



ASHEVILLE CONVENTION. Gladys E. Johnson, SBEA President, confers with some of the SBEA officers concerning the Convention to be held in Asheville, North Carolina, during the Thanksgiving vacation. Left to right are Harry Huffman, first vice-president; Mrs. Johnson; Theodore Woodward, second vice-president; and Vernon Musselman, immediate past-president of the Southern Business Education Association. Business teachers from each state in the Southern Region, outstanding businessmen, and national leaders of business education will participate in the convention. Dr. Huffman, the program coordinator, and the officers have been untiring in their effort to prepare a program that will be inspirational, informative, and challenging.

FROM THE GULF TO THE BLUE RIDGE

. . . Hulda Erath is back in Louisiana, where she has resumed her duties as head of the Department of Secretarial Science, Southwestern Louisiana Institute, after spending a sabbatical leave at Indiana University. . . . Arrawanna Hyde, Paragould High School, Arkansas, attended summer school at the University of Arkansas. . . . Our SBEA President, Gladys Johnson, and Mildred Brading, both of Little Rock, attended the annual meeting of the Mountain Plains Business Education Association in Wichita, Kansas. Mrs. Johnson is not letting grass grow under her feet. During August, she went to Austin, Texas, for the grand opening of the Delta Kappa Gamma Headquarters, and from there attended the national convention of the organization in New Orleans. Then, she drove to Asheville, N. C., to make final arrangements for the SBEA Convention. . . . Gladys Peck, State Supervisor of Business Education in Louisiana, was a visiting professor at Catholic University, Washington, D. C., during the summer session. . . . Herbert A. Hamilton, Dean, College of Commerce, Southwestern Louisiana Institute, and Mrs. Hamilton have returned from spending four months abroad where he attended the London School of Economics. They had a wonderful tour of the British Isles and the continent. . . . Our sympathy goes to Olivia Williams, whose mother passed away, and to Dora Pute, West Georgia College, whose father died. . . . Congratulations to Marguerite Brumley, Perry Business Schools, Columbus, Georgia, who is the new President of the American Association of Commercial Colleges. . . . Jim Overton, West

Georgia College, attended summer school at the University of Alabama. . . . Patricia Sikes has joined the faculty of Cherokee County High School. . . . Mark Lovern has begun work on his doctorate at New York University. . . . Jane F. White has left Georgia and SBEA for California. . . . Joe Specht and Elizabeth Anthony were recently initiated into the Georgia Beta Chapter of Pi Gamma Mu, national social science honor society. . . . Addie Wright is the new secretary of the Lambda Chapter of Delta Kappa Gamma. . . . Rheba Byrd, Adult Vocational School, Columbus, Georgia, is enjoying being a retired teacher. . . . Ernestine Melton has been elected corresponding secretary of the Muscogee (Georgia) County Community Planning Council, and second vice-president of the Quota Club. . . . Kenneth Durr, Northwestern Louisiana College, and Jewell Watson, Northeast Louisiana College, attended summer school at Indiana University. . . . Mrs. Earl Byrd has joined the staff of the Morehead State College, Morehead, Kentucky. . . . Wilson Ashby of the University of Mississippi, has accepted a position as head of the Department of Business Education at the University. . . . Laverne Bray of Northwest Junior College, Mississippi, has joined the business education faculty at the University of Mississippi. . . . The essay entitled, "Why I Teach," written by Maxie Lee Work, Supervisor of Business Education Student Teachers, University of Mississippi, was selected as the winning essay submitted by Mississippi teachers in the contest sponsored by the American Legion Auxiliary National Security Council. In the national divisional contest, the essay was selected for third place. This contest is part of the teacher recruitment program of the Legion Auxiliary. . . . Reed Davis spent five weeks in the coolness of Nova Scotia conducting a summer workshop in business education for teachers in the Halifax area.

Southern Business Education Association -

THEME: CHALLENGES FOR BUSINESS

CONVENTION PROGRAM

THURSDAY MORNING, NOVEMBER 22, 1956

UBEA 10,000 CLUB BREAKFAST (8:00 A.M.-9:30 A.M.)
Presiding: Hollis Guy, Executive Director, United Business Education Association, Washington, D. C.

UBEA REPRESENTATIVE ASSEMBLY (9:45 A.M.-NOON)
Presiding: Theodore Yerian, President of UBEA, Oregon State College, Corvallis, Oregon
Roll Call: Roll Call and Accrediting of Delegates of Affiliated Associations
Discussion Groups and Business Session

THURSDAY AFTERNOON, NOVEMBER 22, 1956

SPECIAL DEMONSTRATION (2:30 P.M.-4:00 P.M.)
TOPIC: THE FIRST LESSON WITH THE ELECTRIC TYPEWRITER by International Business Machines Corporation

OFFICIAL RECEPTION FOR ALL SBEA MEMBERS, GUESTS, AND EXHIBITORS (4:30 P.M.-5:30 P.M.)

THURSDAY EVENING, NOVEMBER 22, 1956

FELLOWSHIP DINNER (7:00 P.M.)
Presiding: Gladys E. Johnson, President of SBEA, Central High School, Little Rock, Arkansas
Toastmaster: Harry Huffman, First Vice-President of SBEA, Virginia Polytechnic Institute, Blacksburg
Invocation: Vernon Anderson, Treasurer of SBEA, Murray State College, Murray, Kentucky
Welcome: William P. Warren, Local Chairman of 1956 SBEA Convention, Enka High School, Enka, N. C.
ADDRESS: AUTOMATION AND EDUCATION
Keynote Speaker: Theodore Woodward, Second Vice-President of SBEA, George Peabody College for Teachers, Nashville, Tennessee

NORTH CAROLINA OPEN HOUSE (9:15 P.M.-10:15 P.M.)

FRIDAY MORNING, NOVEMBER 23, 1956

FBLA BREAKFAST (7:45 A.M.-9:00 A.M.)
Presiding: Marguerite Crumley, Virginia State Department of Education, Richmond

FIRST GENERAL SESSION (9:00 A.M.-10:30 A.M.)
Presiding: Gladys E. Johnson, President of SBEA, Central High School, Little Rock, Arkansas
Invocation: H. M. Tomberlin, Principal, Enka High School, Enka, North Carolina
Greetings: T. C. Roberson, Superintendent, Buncombe County Schools, Asheville, North Carolina
Response: Reed Davis, State Representative, SBEA, West Virginia Institute of Technology, Montgomery
TOPIC: THE NEXT CENTENNIAL IN BUSINESS EDUCATION
Chairman: Theodore Woodward, Second Vice-President of SBEA, George Peabody College for Teachers, Nashville, Tennessee
Speakers: Hollis Guy, United Business Education Association, Washington, D. C.
Elvin S. Eyster, Indiana University, Bloomington
Hamden L. Forkner, Columbia University, New York City
Dan D. Lessenberry, University of Pittsburgh, Pittsburgh, Pennsylvania
Robert E. Slaughter, Vice-President, McGraw-Hill Book Company, New York City

DIVISIONAL MEETINGS

SECONDARY SCHOOLS (10:45 A.M.-12:15 P.M.)

Chairman: Ethel Hart, Southern State College, Magnolia, Arkansas
Vice Chairman: Eleanor Brown, Isaac Litton High School, Nashville, Tennessee
Secretary: Nancy Nelson, Chester High School, Chester, S. C.
ADDRESS: GOOD TEACHING PRACTICES
Speaker: Elvin S. Eyster, Indiana University, Bloomington

PRIVATE BUSINESS SCHOOLS (10:45 A.M.-12:15 P.M.)

Chairman: R. A. Evans, Evans College of Commerce, Gastonia, North Carolina
Vice Chairman: William F. Patton, Tampa College, Tampa, Florida
Secretary: Imogene Morey, Tampa College, Tampa, Florida
ADDRESS: WHAT THE BUSINESSMAN DESIRES AND EXPECTS OF OFFICE EMPLOYEES
Speaker: C. G. Smith, Office Manager, Tennessee Eastman Company, Kingsport (Tennessee), Division of Eastman Kodak Company

JUNIOR COLLEGES (10:45 A.M.-12:15 P.M.)

Chairman: James W. Childers, Sunflower Junior College, Moorehead, Mississippi
Vice Chairman: Marguerite Sherrill, Brevard College, Brevard, North Carolina
Secretary: Thelma Okerstrom, Palm Beach Junior College, Lake Park, Florida
ADDRESS: RELATIONSHIP OF ADMINISTRATION TO A GOOD BUSINESS EDUCATION DEPARTMENT IN JUNIOR COLLEGES
Speaker: To be announced
ADDRESS: IMPROVING THE SECRETARIAL TRAINING PROGRAM IN THE JUNIOR COLLEGE
Speaker: James E. Colbert, Coker College, Hartsville, S. C.

COLLEGES AND UNIVERSITIES (10:45 A.M.-12:15 P.M.)

Chairman: Gerald B. Robins, University of Georgia, Athens
Vice Chairman: Kenneth Durr, Northwestern College, Natchitoches, Louisiana
Secretary: Nellie E. Dry, Appalachian State Teachers College, Boone, North Carolina
ADDRESS: BUSINESS TEACHER EDUCATION: A LOOK INTO THE FUTURE
Speaker: Alvin Dickinson, University of Arkansas, Fayetteville
Panel: Sara Anderson, Madison College, Harrisonburg, Virginia
Maxie Lee Work, University of Mississippi, University
John H. Moorman, University of Florida, Gainesville
Leslie Whale, City Schools, Detroit, Mich.
Russell Cansler, Northwestern University, Evanston, Illinois

DELTA PI EPSILON LUNCHEON (12:30 P.M.-2:30 P.M.)

Sponsor: Zeta Chapter, University of North Carolina, The Woman's College, Greensboro
Presiding: Vance T. Littlejohn, Sponsor
Annual Lecture: J. Gordon Dakins, Executive Vice President, National Retail Dry Goods Association, New York City

Asheville, North Carolina, November 22-24, 1956

ESS EDUCATION IN THE NEXT CENTENNIAL

FRIDAY AFTERNOON, NOVEMBER 23, 1956

SPECIAL TOUR (1:30 P.M.)

A tour of the summer home of George Vanderbilt has been planned for the non-teaching convention guests.

SECTIONAL MEETINGS

BASIC BUSINESS (2:30 P.M.-3:45 P.M.)

Chairman: Evelyn M. Babb, University of Florida, Gainesville
Vice Chairman: Iraball Jackson, Mississippi College, Clinton
Secretary: Arthur E. Spurlock, Union College, Barbourville, Kentucky
ADDRESS: NEW ADVENTURES IN TEACHING GENERAL BUSINESS
Speaker: Ray G. Price, University of Minnesota, Minneapolis

CLERICAL PRACTICE (2:30 P.M.-3:45 P.M.)

Chairman: James W. Crews, University of Florida, Gainesville
Vice Chairman: Lawrence Conwill, Delta State Teachers College, Cleveland, Mississippi
Secretary: Frances Reck, Mississippi Southern College, Hattiesburg
TOPIC: MEETING THE CHALLENGE OF A CLERICAL PRACTICE PROGRAM IN THE HIGH SCHOOL
Panel Members: Mildred Witten, Lane High School, Charlottesville, Virginia
Lloyd Gaskins, Great Bridge High School, Great Bridge Station, Norfolk, Virginia
Dorothy Travis, University of North Dakota, Grand Forks
Katherine Green, Arkansas State College, Jonesboro

ADMINISTRATION AND SUPERVISION (2:30 P.M.-3:45 P.M.)

Chairman: Euclide Threlkeld, Florida State Department of Education, Tallahassee
Vice Chairman: A. L. Walker, Virginia State Department of Education, Richmond
Secretary: Mary M. Beard, West Fulton High School, Atlanta, Georgia
TOPIC: SUPERVISION FOR BETTER TEACHING
Moderator: D. D. Lessenberry, University of Pittsburgh, Pittsburgh, Pennsylvania
Panel Members: Elvin S. Eyster, Indiana University, Bloomington
Hamden L. Forkner, Teachers College, Columbia University, New York City
Vance T. Littlejohn, The Woman's College, University of North Carolina, Greensboro
Vernon Musselman, University of Kentucky, Lexington

PRIVATE BUSINESS SCHOOLS ROUND TABLE (2:30 P.M.-3:45 P.M.)

Chairman: R. A. Evans, Evans College of Commerce, Gassonia, North Carolina
Secretary: Imogene Morey, Tampa College, Tampa, Florida
TOPIC: WHAT IS DESIRED AND EXPECTED OF THE TEACHER IN MEETING THE CHALLENGE OF SUPPLYING EFFICIENT OFFICE HELP
Moderator: Charles Palmer, C. P. A., Palmer College, Charleston, South Carolina

Panel Members: Mary F. Crump, Jones Business College, Jacksonville, Florida
C. C. Steed, Steed College of Technology, Johnson City, Tennessee
W. D. Ratchford, Jr., Evans College of Commerce, Concord, North Carolina
M. O. Kirkpatrick, Kings Business College, Charlotte, North Carolina

BOOKKEEPING AND ACCOUNTING (3:50 P.M.-5:30 P.M.)

Chairman: Nellie Dry, Appalachian State Teachers College, Boone, North Carolina
Vice Chairman: Wilma Smith, Louisiana Polytechnic Institute, Ruston
Secretary: Nancy E. Nelson, Chester High School, Chester, South Carolina
ADDRESS: PRACTICAL METHODS OF TEACHING BOOKKEEPING AND ACCOUNTING
Speaker: Harry Finkelman, Concord College, Athens, W. Va.

SECRETARIAL (3:50 P.M.-5:30 P.M.)

Chairman: Hollie W. Sharpe, Middle Tennessee State College, Murfreesboro, Tennessee
Vice Chairman: Donald Reese, Delta State Teachers College, Cleveland, Mississippi
Secretary: Florence Beaver, DuPont High School, Jacksonville, Florida
TOPIC: CHALLENGES FOR THE TEACHING OF SECRETARIAL SCIENCE IN THE NEXT CENTENNIAL
Moderator: A. J. Lawrence, University of Mississippi, University
Panel Members: Madeline Strony, Gregg Publishing Division, McGraw-Hill Book Company, New York
Irol W. Balsley, Louisiana Polytechnic Institute, Ruston

FRIDAY EVENING, NOVEMBER 23, 1956

ANNUAL BANQUET (7:00 P.M.-9:30 P.M.)

Presiding: Gladys E. Johnson, President of SBEA
Invocation: Fred Basco, Arkansas State Teachers College, Conway
ADDRESS: SCIENCE AS IT AFFECTS BUSINESS EDUCATION IN THE FUTURE
Speaker: James Scott Long, University of Louisville, Louisville, Kentucky

INAUGURAL BALL (10:00 P.M.-1:00 A.M.)

SATURDAY MORNING, NOVEMBER 24, 1956

SPECIAL BREAKFASTS (7:45 A.M.-8:45 A.M.)

Hosts: George Peabody College for Teachers
Teachers College, Columbia University
University of Kentucky
University of Mississippi

DISCUSSION GROUPS

GROUP 1—AN HONORS PROGRAM IN SECRETARIAL TRAINING (9:00 A.M.-10:30 A.M.)
Chairman: Vernon A. Musselman, University of Kentucky, Lexington
Consultant: Madeline S. Strony, McGraw-Hill Book Company, New York City
Reporter: Marguerite Crumley, Virginia State Department of Education, Richmond
Discussants: Alice Cox, Morehead State College, Morehead, Ky.
Rena Milliken, Union College, Barbourville, Ky.
Richard S. Greene, Washington-Lee High School, Arlington, Virginia

GROUP I (continued)

Harvey L. Coppage, McLean High School, McLean, Virginia

GROUP II—TEACHING BUSINESS EDUCATION CLASSES OF STUDENTS OF WIDELY VARYING ABILITIES (9:00 A.M.-10:30 A.M.)

Chairman: Kenneth Zimmer, Richmond Professional Institute, Richmond, Virginia
Consultant: Hamden Forkner, Teachers College, Columbia University, New York City
Reporter: John Lambert, Richmond Professional Institute, Richmond, Virginia
Discussants: *Basic Business*—Berneeee Overholtz, Northeast High School, St. Petersburg, Florida
Bookkeeping—Betty Mintz, High School, Gastonia, North Carolina
Clerical Practice—Theodore Yerian, Oregon State College, Corvallis
Shorthand—James White, East Carolina College, Greenville, North Carolina
Typewriting—Ruby Baxter, High School, Grayson, Louisiana

GROUP III—EXTRA-CURRICULAR ACTIVITIES IN BUSINESS EDUCATION (9:00 A.M.-10:30 A.M.)

Chairman: Parker Liles, Atlanta Public Schools, Atlanta, Georgia
Consultant: Helen Hinkson Greene, Michigan State University, East Lansing
Reporter: Catherine Baker, Georgia State College of Business Administration, Atlanta
Discussants: Eleanor Brown, Isaac Litton High School, Nashville, Tennessee
Mary Ellen Smith, Marietta High School, Marietta, Georgia
H. D. Willis, Richmond Professional Institute, Richmond, Virginia
Sue Waddell, High School, Oak Ridge, Tennessee
Ruth Carter, Central High School, Little Rock, Arkansas

GROUP IV—THE PROGRAM OF THE NATIONAL ASSOCIATION OF BUSINESS TEACHER-TRAINING INSTITUTIONS (9:00 A.M.-10:30 A.M.)

Chairman: Frank M. Herndon, Mississippi State College for Women, Columbus
Consultant and Reporter: Lewis R. Toll, Illinois State Normal University, Normal
Discussants: Lelah Brownfield, Alabama College, Montevallo
Margaret Buchanan, Mississippi State College for Women, Columbus
Vance T. Littlejohn, University of North Carolina, Greensboro
Steven J. Turille, Madison State College, Harrisonburg, Virginia

GROUP V—USING RESEARCH IN THE BUSINESS EDUCATION CLASSROOM (9:00 A.M.-10:30 A.M.)

Chairman: Howard M. Norton, Louisiana State University, Baton Rouge
Consultant: Mathilde Hardaway, The Woman's College, The University of North Carolina, Greensboro
Reporter: Hulda Erath, Southwestern Louisiana Institute, Lafayette
Discussants: Ruth Bruner, Northwestern Louisiana State College, Natchitoches
Margaret F. Newberry, Louisiana State University, Baton Rouge
Frank D. Ferguson, Louisiana State University, Baton Rouge
Erna Sanders, Istrouma High School, Baton Rouge, Louisiana
J. C. Hall, Virginia Polytechnic Institute, Blacksburg

GENERAL SESSION (10:45 A.M.-12:00 NOON)

Presiding: Gladys E. Johnson, President of SBEA
Reports: Chairmen of Discussion Groups
TOPIC: RESUME OF CONVENTION FINDINGS—A SUMMATION
Interpreter: Frank Herndon, Mississippi State College for Women, Columbus
Annual Business Meeting

CHAIRMEN OF CONVENTION COMMITTEES

General Chairman William P. Warren
Enka, N. C.
Banquet Betty Isbill
West Asheville, N. C.
Dance Sara Rice
Black Mountain, N. C.
Equipment Clifton E. Brown
Asheville, N. C.
Registration Janie Strickland
Asheville, N. C.
Publicity Wade G. Hampton, Jr.
Asheville, N. C.

Information Mrs. H. K. Henderson
Asheville, N. C.
Hospitality Mary Long
Biltmore, N. C.
Fellowship Dinner Eva Noland Russell
Asheville, N. C.
Luncheons and Breakfasts Louise Edwards and
Juanita Greer
Weaverville, N. C.
Professional Exhibits Charles Edwards
Barnardsville, N. C.
Prizes Odell Nassar
Leaksville, N. C.

Gladys E. Johnson, President
Central High School
Little Rock, Arkansas
Harry Huffman, 1st Vice-President
Virginia Polytechnic Institute
Blacksburg, Virginia
Theodore Woodward, 2nd Vice-President
George Peabody College for Teachers
Nashville, Tennessee
Lucy Robinson, Secretary
Georgia State College for Women
Milledgeville, Georgia
Vernon Anderson, Treasurer
Murray State College
Murray, Kentucky
Marie Franques La Caze, Editor
Southwestern Louisiana Institute
Lafayette, Louisiana
Vernon Musselman, Past President
University of Kentucky
Lexington, Kentucky
Lois Frazier, Membership Chairman
Meredith College
Raleigh, North Carolina
Lucille Branscomb, Representative
State Teachers College
Jacksonville, Alabama
Mildred Brading, Representative
Little Rock Vocational School
Little Rock, Arkansas

SBEA PERSONNEL

Edna Long, Representative
Bartow High School
Bartow, Florida
John T. Goen, Jr., Representative
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Maxie Lee Work, Representative
University High School
University, Mississippi
Vance T. Littlejohn, Representative
The Woman's College, UNC
Greensboro, North Carolina
Eleanor Patrick, Representative
Senior High School
Chester, South Carolina
George Wagoner, Representative
University of Tennessee
Knoxville, Tennessee
Sara Anderson, Representative
Madison College
Harrisonburg, Virginia
Reed Davis, Representative
West Virginia Institute of Technology
Montgomery, West Virginia

ROOM RESERVATIONS . . .

Should be sent to the George Vanderbilt Hotel, Asheville, North Carolina. UBEA-SBEA membership dues (\$5 for basic service; \$7.50 for comprehensive service) should be sent to your State Representative.

The Future Business Leader

For Sponsors and Advisers
of FBLA Chapters

Report of 1956 FBLA National Convention

Future Business Leaders of America, the national youth organization for young adults enrolled in business classes, is sponsored by the United Business Education Association. Charters have been granted to more than 1400 high schools and colleges.

WASHINGTON at its best greeted FBLAers as they assembled to attend the Fifth National Convention on June 10, 11, and 12, at the Statler Hotel. Registration totaled more than 600 chapter members and sponsors.

The conventionaires praised the advanced preparation made for their entertainment and a profitable convention program. The Virginia State Chapter of FBLA served as host. This group held a pre-convention open house at which time the state presidents presented the candidates for the Mr. and Miss FBLA titles.

The major address of the convention was given by Mr. Arch Booth, Executive Vice-President, Chamber of Commerce of the United States. Mr. Booth captivated the audience with the description and pictures of what can be expected in the future in the way of transportation, buildings, and homes. He challenged the FBLAers to be ready for the age of automation. The title of his illustrated address was "People, Products and Progress."

Discussion groups were an integral part of the varied program. These included sessions on projects; program planning; conducting chapter meetings; evaluating contests, awards and scholarships; and chapter problems at the local and state levels.

A spirited three-way campaign for the presidency got underway at the opening of the convention. The campaign literature used for all candidates was a real credit to the organization and brought many favorable comments from persons who viewed the exhibits and handouts at the Statler Hotel. Among the unique literature was souvenir "oil money" of generous denominations which was flaunted about by the Texas campaigners for their favorite candidate for president. All campaign literature was approved by the FBLA Board of Trustees.

The sessions were interspersed with sightseeing tours in the city. The group visited the UBEA-FBLA Headquarters Office in the new NEA Educational Center. Here they had an opportunity to see the records kept for their chapters and to meet personally the members of the headquarters staff.

FBLA is not a contest organization, but certain contests are sponsored as a means of motivating interest, thereby improving activities through wholesome and constructive competition. The national contests are open to only one entry from each state. The three major contests in which individuals compete as representatives of state chapters are "Mr. and Miss FBLA Contests," "Spelling and Vocabulary Relays," and "Public Speaking Contests."

A committee of judges from the Washington Personnel Association named Louisiana's entry, Paul Blanchard of Baton Rouge, as "Mr. Future Business Leader of 1956." The winner

of the "Miss Future Business Leader of 1956" contest was Eleanor Yeager of Jacksonville, Florida. These winners received portable typewriters presented by Underwood Corporation and the Royal Typewriter Company. Wisconsin's entry, Edgar Jackson of Madison, was named "Mr. Future Business Executive of 1956," while Iowa's entry, Joy Schwab of Cedar Falls, was named "Miss Future Business Executive of 1956." Mr. Jackson was presented a \$100 Savings Bond by the International Business Machines Corporation and Miss Schwab received a portable typewriter from the Remington Rand Division of Sperry Rand.

The Fullerton (California) Junior College Chapter and Vinton (Iowa) Consolidated High School Chapter placed first in the Unique Project Contest. Some other first-place winners were: Best Local Chapter Exhibit—Eagle Grove (Iowa) High School Chapter; and Best State Exhibit—Virginia State Chapter.

The Louisiana State Chapter won the Spelling Relay. The team was composed of three members from the Alcee Fortier High School in New Orleans. The Texas State Chapter won the Vocabulary Relay with a team composed of members from North Texas State College. A plaque for the state chapter and a check amounting to \$75.00 were donated by the South-Western Publishing Company to the winning spelling team. The Vocabulary Relay team received a check of equal value from the United Business Education Association and a plaque was presented to the Texas State Chapter. Jean McNamee, Ohio's entry in the Public Speaking Contest, was awarded a desk set donated by the W. A. Sheaffer Pen Company and a plaque was presented to the state chapter.

First-place winners in all events received gold keys. The awards were presented to the winners by Jessie Graham, Los Angeles (California) City Schools; Gladys Peck, Louisiana State Department of Education; Vernon Payne, North Texas State College; Marguerite Crumley, Virginia State Department of Education; E. L. Marietta, Michigan State University; and Hollis Guy, United Business Education Association, NEA.

The most coveted award in FBLA, the Hamden L. Forkner Award, was won by Eagle Grove (Iowa) High School. Christiansburg (Virginia) High School placed second. For this award, local chapters are scored on (1) chapter projects that carry out the purposes of FBLA, (2) presentation of annual reports, (3) business-like reports and correspondence in dealing with both the State Chapter and the National FBLA organization, (4) participation in FBLA conventions, and (5) recommendations of the chairman of the State FBLA Committee.

Gold-Seal Chapters

Gold-Seal Certificates are awarded by the United Business Education Association to local chapters with outstanding programs that contribute to better education for business. The selection of award winners is based on the same criteria as

FUTURE BUSINESS LEADER

used for the Hamden L. Forkner Award. The following chapters qualified for a gold-seal certificate during the school year, 1955-56:

SCHOOL	CHAPTER NO.	CITY & STATE
Wellborn High School	1258	Anniston, Ala.
Jacksonville State Teachers Coll.	526	Jacksonville, Ala.
Culver City Senior High School	569	Culver City, Calif.
Fullerton Union High School	160	Fullerton, Calif.
University High School	818	Los Angeles, Calif.
Mira Costa High School	839	Manhattan Beach, Calif.
Excelsior High School	550	Norwalk, Calif.
Van Nuys High School	492	Van Nuys, Calif.
Landon High School	129	Jacksonville, Fla.



CONGRATULATIONS . . . President Janis Knox receives congratulations from California delegates Phil Hill (left) and Don Valenzuela following the FBLA installation ceremony.

FUTURE BUSINESS LEADERS OF AMERICA

Officers and Board of Trustees, 1956-57*

President:	JANIS KNOX, Breckenridge High School, Breckenridge, Texas
Secretary:	JOYCE BERRYHILL, Eagle Grove High School, Eagle Grove, Iowa
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Assistant Director:	CHARLES COKER, NEA Educational Center, 1201 Sixteenth Street, N.W., Washington 6, D. C.
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Southern Region	FRANK HERNDON, Mississippi State College for Women, Columbus, Mississippi
Central Region	LLOYD DOUGLAS, Iowa State Teachers College, Cedar Falls, Iowa
Mtn.-Plains Region	VERNON PAYNE, North Texas State College, Denton, Texas
Western Region	THEODORE YERIAN, Oregon State College, Corvallis, Oregon

*President, Secretary, and Treasurer are elected by state delegates at the National Convention. Vice Presidents are elected by state delegates and chapter representatives at the National Convention. Board Members are elected by the National Council for Business Education at the annual executive meeting.

SCHOOL	CHAPTER NO.	CITY & STATE
Tomlinson Vocational School	604	St. Petersburg, Fla.
Chamblee High School	625	Chamblee, Ga.
Georgia Teachers College	178	Collegeboro, Ga.
Decatur High School	1033	Decatur, Ga.
Marietta High School	127	Marietta, Ga.
Tifton High School	720	Tifton, Ga.
Centralia Township High School	54	Centralia, Ill.
J. Sterling Morton High School	311	Cicero, Ill.
Proviso Township High School	41	Maywood, Ill.
Reitz High School	23	Evansville, Ind.
Shortridge High School	1065	Indianapolis, Ind.
Fremont High School	1064	Fremont, Ind.
Eagle Grove High School	1058	Eagle Grove, Iowa
Vinton Consolidated High School	138	Vinton, Iowa
Derby High School	1101	Derby, Kans.
Hill City Memorial High School	809	Hill City, Kans.
St. Marys High School	264	St. Marys, Kans.
Theodore Ahrens Trade School	143	Louisville, Ky.
Murray St. Coll. Training School	43	Murray, Ky.
Reidland High School	856	Paducah, Ky.
Sturgis High School	366	Sturgis, Ky.
Bolton High School	220	Alexandria, La.
Istrouma High School	375	Baton Rouge, La.
University High School	522	Baton Rouge, La.
Grand Cane High School	411	Grand Cane, La.
Natchitoches High School	91	Natchitoches, La.
Northern Garrett County H. S.	1168	Accident, Md.
Milford Mill High School	575	Baltimore, Md.
Franklin High School	349	Reisterstown, Md.
Bartlett High School	213	Webster, Mass.
Mississippi State Coll. for Women	1265	Columbus, Miss.
Camden Catholic High School	231	Camden, N. J.
Pamlico County High School	1139	Bayboro, N. C.
Allen Jay High School	1056	High Point, N. C.
New Hanover High School	1293	Wilmington, N. C.
Clay-Genoa High School	358	Genoa, Ohio
Terrace Park High School	192	Terrace Park, Ohio
Milton Union High School	1031	West Milton, Ohio
Chickasha Senior High School	976	Chickasha, Okla.
Oklahoma College for Women	912	Chickasha, Okla.
Marlow High School	677	Marlow, Okla.
Southwestern State College	1057	Weatherford, Okla.
Altoona Senior High School	650	Altoona, Pa.
Collingdale High School	982	Collingdale, Pa.
State College High School	644	State College, Pa.
Clinton High School	949	Clinton, Tenn.
Greeneville High School	1149	Greeneville, Tenn.
Church Hill High School	1392	Church Hill, Tenn.
Breckenridge High School	293	Breckenridge, Texas
North Texas State College	821	Denton, Texas
Sam Houston State Teachers Coll.	1276	Huntsville, Texas
San Benito High School	1086	San Benito, Texas
Southwestern Bible Institute	304	Waxahachie, Texas
Christiansburg High School	384	Christiansburg, Va.
Culpeper High School	418	Culpeper, Va.
John Marshall High School	663	Richmond, Va.
Waynesboro High School	466	Waynesboro, Va.
Janesville High School	959	Janesville, Wis.
Shawano High School	923	Shawano, Wis.
Waukesha High School	96	Waukesha, Wis.
Lincoln High School	906	Wisconsin Rapids, Wis.

The convention closed with the installation ceremony for new officers. The ceremony was conducted by the Waukesha (Wisconsin) High School National Installation Team. Each of the retiring officers received a gold FBLA key which was presented by the Executive Director, Mr. Hollis Guy.

The 1957 national convention will be held in Dallas, Texas, as a part of the UBEA Centennial Celebration for Business Education.

The Fall 1956 Issue of *The National Business Education Quarterly* is a cooperative service of the Divisions of the United Business Education Association (NEA) and Delta Pi Epsilon. The subscription rate of \$2.50 above the \$5.00 UBEA Basic Membership Service includes membership in the four UBEA Pro-

fessional Divisions (institutions excepted). Many back issues of the *Quarterly* are available at the single copy rate. Write to the United Business Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C., for information concerning the *Quarterly*.

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